DOCUMENT RESUME

ED 136 539 EC 100 267

AUTHOR	Sanford, Ann; And Others
TITLE	The Chapel Hill Model for Training Head Start Personnel in Mainstreaming Handicapped Children.
INSTITUTION	Chapel Hill Training-Outreach Project, N.C.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.
PUB DATE	74
NOTE	247p.
AVAILABLE FROM	Kaplan School Supply Corporation, 600 Jonestown Road, Winston-Salem, North Carolina 27103 ($5.00)
EDRS PRICE	MF-$0.83 HC-$12.71 Plus Postage.
DESCRIPTORS	Conceptual Schemes; Demonstration Projects; Educational Assessment; *Educational Resources; *Handicapped Children; Identification; Individualized Programs; Language Instruction; Models; *Parent Participation; Preschool Education; *Professional Training; *Program Descriptions; Regular Class Placement; *Remedial Programs; Resource Centers; Screening Tests; Teaching Methods
IDENTIFIERS	*Project Head Start

ABSTRACT

Presented is the final report of the Chapel Hill Project, a demonstration model designed to provide services to the Head Start Program for handicapped preschool children in Johnston County, North Carolina. Such services as screening, assessment, establishment of a resource center, development of intake services and individual educational programs, parent programs, staff training, placement and follow-through programs, and dissemination and demonstration of teaching methodology and curriculum are noted objectives of the project. Sections cover the following service areas: staff training (pre-service and in-service), resource services, training Program WIN (Work Incentive Now) mothers, and the remedial language program. Appended material includes a behavioral checklist and other evaluation forms, classroom organization and scheduling guidelines, sample lesson plans, and worksheets. (IM)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED136539

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

THE CHAPEL HILL MODEL
FOR TRAINING HEAD START PERSONNEL IN MAINSTREAMING HANDICAPPED CHILDREN

by

Anne Sanford
Barbara Semrau
David Wilson

The Chapel Hill Training-Outreach Project
Anne R. Sanford, Director

Funded by

The U. S. Office of Child Development
Office of Human Development, H. E. W.
and the Bureau of Education for the Handicapped,
Office of Education, H. E. W.

Copyright 1974

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Ann R. Sanford
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

EC100267

TABLE OF CONTENTS

ACKNOWLEDGEMENTS

I. INTRODUCTION 1

II. STAFF TRAINING 5

- A. Pre-Service Training 5
  - 1. Pre-Service Workshop 5
  - 2. Training Considerations 12
- B. In-Service Training 12
  - 1. Identifying Children for Special Services 14
  - 2. Following through with the Prescriptive Program 15
  - 3. Small-Group Training 27
  - 4. Evaluation of Training 37
- C. The Smithfield Workshop 39
  - 1. Rationale for the Workshop 39
  - 2. Description of Media Presentation Developed for the Smithfield Workshop 43

APPENDIX

- 1. Training Provided by Outreach Project to Johnston County Head Start Program 44
- 2. Behavioral Checklist 49
- 3. Referral to Outreach Classroom 51
- 4. Classroom Organization 54
- 5. Scheduling 60
- 6. Error-free Learning 63
- 7. Microteaching Evaluation Form 65
- 8. Observable Behaviors 67
- 9. Sample Page from Smithfield LAP Revision - Assessment 68
- 10. Sample Page from Smithfield LAP Revision - Worksheet 69
- 11. Sample Card from Skill Development Cards 70
- 12. Sample Lesson Plan from Correlated Activities 71
- 13. Training Program - WIN Mothers 73
- 14. Agenda-Smithfield Workshop 74
- 15. Participants at Smithfield Workshop 76

III. RESOURCE SERVICES 77

- A. Program Objectives 77
- B. Staff 78
  - 1. Selection 78
  - 2. Training 78
  - 3. Roles 79

C. Learning Environment 80
  1. Room Organization 80
  2. Scheduling 82

D. Children Served 86

E. Classroom Activities & Record-Keeping 88
  1. General Procedures 88
  2. Specific Procedures - A Case Study 88
  3. Program for Behavior Management 126
    a. Pinpointing the Behavior to Change 126
    b. Collecting Baseline Data 127
    c. Selecting a Reinforcer 127
    d. Gradual Steps of Intervention Program Leading to the Target Behavior 128
    e. Graphing 128

F. Evaluation of Resource Services 129
  1. Skills of Children 129
  2. Skills of Teachers 133

APPENDIX

  1. Data on Construction of Observation Booth 134

IV. TRAINING PROGRAM-WIN Mothers 135

A. Pre-Service Training for the Home Program 135

B. In-Service Training 137
  1. In-Service Training Sessions 137
  2. Topics Covered in the In-Service Training Sessions 137

C. Training Considerations 137

D. Services to Parents 139
  1. Needs Assessment 139
  2. Home Trainers 139
  3. The Families Served 140

E. Home Visiting Schedule 140

F. Materials 140

G. Record-Keeping 141

H. Home Training Session 141

I. The LAP 142

J. What Was Target at Home? 142

K. Summary 143

APPENDIX
1. Parental Needs Assessment 144
2. Priority of Services to Parents 147
3. Parent Rating of Needs for Service 148
4. Parental Priority for Developmental Growth 149
5. Schedule of Family Services 150
6. Newsletter 151

V. REMEDIAL LANGUAGE PROGRAM 155

A. Program Objectives 155
B. Program Strategies 156
C. Selection of Materials 158
D. Extablishing a Daily Schedule 159
E. Screening of Children 160
F. Training of the Language Teacher 161
G. Parent Involvement 162
H. Summary 163

APPENDIX
1. Sample Worksheet-Auditory Closure 164
2. Informal Screening Checklist 165
3. Parent's Guide to Language Development 166

VI. DISSEMINATION OF PROGRAM STRATEGIES 179

APPENDIX
1. 1974-75 Region IV Network 180

VII. CONCLUSIONS 181

APPENDIX
1. Program Summary 183

LIST OF ILLUSTRATIONS

PAGE

I. The Dual Function of the Regular Classroom Personnel 13

II. Layout of Resource Classroom 81

III. School Year of Child Receiving Resource Services 85

IV. Teaching Priorities for Children Identified as Needing Resource Room Services 86

V. Referral Sources 86

VI. The Interrelationship Between the LAP and the Instructional Program in the Resource Room 107

VII. Profile of Development - Ronald 109

VIII. Pre - Post Test Scores 130

IX. Mean Developmental Profiles of Resource Room Children 132

X. Proposed 1974-75 Region IV Network 180

ACKNOWLEDGEMENTS

The Final Report of any demonstration project generally bears the names of those idividuals who must take ultimate responsibility (and some credit) for the outcomes of the undertaking. Nevertheless, a project of this magnitude and scope obviously is not the work of only three individuals. The help and cooperation of countless people and organizations were vital to the success of the program.

We are greatly indebted --

- to the parents and children in the Johnston County Head Start Program, whose cooperation enabled this project to achieve its goals;

- to the Johnston County Community Action, Inc., and to its Director, Paul Keller, for providing the facilities for this training model;

- to Franklin Matthews, the director of the Johnston County Head Start Program, for accomodating the meetings, training sessions, and workshops;

- to Janet Grim, who coordinated the Home Program, and who wrote the section of the monograph that deals with that program;

- to the teachers of the Johnston County Head Start Program, as well as to the medical and social services team members, for their untiring cooperation;

- and to the Office of Child Development of the Office of Human Development and to the Bureau for the Education of the Handicapped of the Office of Education for providing the funds for the project.

A special word of thanks must go to Jane Findlay, project coordinator, and the resource room teachers Shirley Morgan and Magertha Sanders.

And finally, we would like to thank the many individuals and organizations that provided the support services -- medical, psychological, and social -- that helped to bring this project to a successful conclusion.

Chapel Hill Outreach Project
October 1, 1974

NOTICE

For the convenience of the reader the Appendices have not been placed at the end of the monograph, but at the end of the section to which they pertain. Thus, when reading "See APPENDIX", look to the end of the section in which that direction is found.

SECTION I

INTRODUCTION

I. INTRODUCTION

As part of the general thrust in Head Start Enrichment, the Office of Child Development is moving to develop individualized approaches for all children. The 1972 Amendments to the Economic Opportunity Act (P.L. 92-424) require that at least ten percent Head Start program enrollment opportunities be made available to handicapped children. It is intended that these preschool children receive the benefits of an integrated setting where they can learn and develop with non-handicapped children and that services shall be provided to meet their special needs.

In response to the legislative mandate, the Office of Child Development launched a major effort to enroll handicapped children into Head Start programs. To date, children professionally diagnosed as handicapped account for at least 10.1 percent of the children enrolled in Full Year Programs.

To facilitate services to children with special needs, collaboration between the Office of Child Development and the Bureau of Education for the Handicapped has been emphasized. The Chapel Hill Project, an exemplary BEH program serving young handicapped children, was selected as one of fourteen experimental OCD-BEH demonstration projects.

The collaboration between the Chapel Hill Training-Outreach Project and the Johnston County Head Start Program represents an experimental effort to demonstrate the effects of intensive staff training and prescriptive programming for handicapped Head Start children and their families.

* * * * * * * * *

1. Chapel Hill Training-Outreach Project. The Chapel Hill Training-Outreach Project is funded by the Bureau of Education for the Handicapped, Department of Health, Education and Welfare; and administered through the Chapel Hill-Carrboro City Schools. The goal of the project is to extend educational intervention methods, materials and curriculum developed in the Chapel Hill Preschool for Developmentally Handicapped Children to professional and paraprofessional personnel who staff North Carolina Head Start programs and day care centers for handicapped children. Inservice training is provided through a statewide 60-hour course, area workshops, distribution of packages of training, and on-site consultation. Preschool classes for developmentally handicapped children demonstrate the development and implementation of individual prescriptive educational programs and family training. Participant-observation experiences in these centers are also provided to trainees.

The training program is designed for professional and paraprofessional teachers of preschool mentally retarded, speech impaired, emotionally disturbed, neurologically impaired and crippled children in North Carolina Head Start and day care centers. Chapel Hill Project training focuses on: Behavioral Assessment of Child's Existing Skills; Curriculum Development; Materials Utilization and Development; Intervention and Instructional Methodology; Organizational Processes; and Working With Parents and Siblings. Inservice training is corrdinated with the following agencies: North Carolina Council on Developmental Disabilities, Raleigh, N.C.; Developmental Disabilities Training Institute; North Carolina Department of Public Instruction; University of North Carolina TEECH Project; and North Carolina Head Start.

* * * * * * * * * * *

2.

The Chapel Hill Project is funded currently by the Office of Child Development to coordinate the training to Region IV Head Start personnel in services to handicapped children. Chapel Hill materials form the basis of assessment, curriculum and training components in the eight-state area. (Region IV serves 1/3 of the nation's Head Start enrollment.)

This report attempts to document the development, implementation and evaluation of the Chapel Hill services to Johnston County Head Start in Smithfield, N.C. The focus on specificity is designed to provide agencies with concrete guidance for replication.

2. The Johnston County Community Action, Inc. Johnston County, North Carolina is located 37 miles from Chapel Hill, North Carolina. The county is one of the largest in North Carolina, with approximately 795 square miles and a population of 61,737 which is 77.1% rural. The average annual salary is $2,469.00, with 1,951 mothers receiving Aid to Dependent Children. The frequency of mental retardation within the county is almost twice the national average. Presently in the public school system there are 50 children receiving remedial programs for learning disabilities, while 500 remain on the waiting list. Similarly, there are 25 children who receive occupational education with 200 waiting to receive services. The high school drop-out rate for Johnston County is 32.8%.

An abstract of the objectives which were stated in the proposal submitted to the Office of Child Development states:

3. Abstract of Proposed Objectives

The Chapel Hill Project will supervise the development and implementation of:

A. Screening of all Johnston County Head Start Children (approximately 210).

B. Provision of specialized physical or psychological evaluations of children for whom further evaluation seems appropriate.

C. Assessment of specific developmental skills of children referred to intervention program.

D. Establishment of a Resource Center for the development, implementation and demonstration of prescriptive developmental programs for handicapped children.

E. Development of a program of intake services and individual prescriptive educational programs.

F. Extension of individual prescriptive programs to the regular Head Start classroom.

G. Involvement of parents of handicapped children in the prescriptive development program.

H. Increase of rate of development of handicapped children in cognitive, social, fine motor an d language skills.

I. Optimum maintenance of handicapped child in the regular Head Start classroom.

J. Training of Johnston County Head Start teachers in the development of the young handicapped child.

K. Year-end placement and follow-through services for children who enter public school.

L. Dissemination and demonstration of program strategies, teaching methodology, and curriculum developed in the collaborative program.

M. Preparation of a year-end evaluation report with a systematic analysis of procedures.

4.

SECTION II

STAFF TRAINING

II. STAFF TRAINING

A. PRE-SERVICE TRAINING

The basis of the Outreach efforts in Johnston County was to develop a replicable model of training Head Start personnel in services to young handicapped children.

It was soon recognized that in order to accomplish this objective the teachers must be provided with functional approaches to methodology and curriculum which could be implemented in any Head Start classroom. It was to this end that the pre-service training was designed.

1. Pre-Service Workshop

All twenty-four (24) Johnston County Head Start teachers and teacher aides participated in an overview of the course entitled The Education of the Young Handicapped Child, which was held at the Smithfield Head Start Center and was conducted by the Chapel Hill Outreach Project.

This course, which took place from August 20-24, 1973, consisted of five days of training for six hours per day, for a total of thirty hours of pre-service training for the entire staff.

The training program was designed for professional and para-professional teachers of young developmentally handicapped children. As such, the curriculum included: behavioral assessment of the child's existing skills, curriculum design and development, materials and their utilization and development, intervention and instructional methodology, organizational processes, and working with parents and siblings of the developmentally handicapped.

The teaching strategies used at this five-day workshop included multi-media presentations, lecture-discussions, role-playing, small group sessions, reading assignments and the use of video-tape recordings of individual teaching strategies.

The following summary will provide an overview of the pre-service training for the purpose of possible replication:

Day I

Course Content	Strategies
A. Behavioral assessment of the child's existing skills using the Learning Accomplishment Profile (LAP)	A. LAP slide-tape show. Discussion and lecture on use of LAP, use of overhead transparencies for each skill area.
B. Establishment of developmentally appropriate learning objectives in the areas of gross motor, fine motor, language development, social skills, self-help skills, and cognitive development.	B. Determining the Developmental Ages of hypothetical children and the writing of long-range objectives for each.
C. Assessment of visual perception using the Frostig Test of Visual Perception.	C. Discussion Video tapes of administration. Sample work sheets.
D. Assessment of receptive language skills using the Peabody Picture Vocabulary Test.	D. Discussion Viewing of modeled administration of the test.

Day I (Continued)

Course Content	Strategies
E. Assessment of school readiness using the Cooperative Preschool Inventory.	E. Discussion and handouts
F. Developing skills in objective observation.	F. Use of "Moods & Emotions" pictures to elicit responses, which were then classified as objective and subjective. Handouts.
G. Preparing instructional objectives.	G. Discussion and handouts. Preparing Instructional Objectives, Mager. Group work in which participants practiced writing instructional objectives. Film entitled "Target for Tomorrow."

Day II

Course Content	Strategies
A. Use of task analysis	A. Discussion, practice, and handouts. Media.
B. Concept development	B. Discussion
C. Defining observable behaviors	C. Discussion of a videotape. Participants were asked to identify behaviors shown.

Day II (Continued)

Course Content	Strategies
D. Determining frequency of behaviors	D. Discussion of a video-tape in which participants were asked to count the frequency of occurance of centain behaviors.
E. Recording and charting behaviors.	E. Discussion and practice in recording and charting behaviors. Homework: each participant was required to collect data on one child in the classroom.
F. Rewarding behaviors -- when and how.	F. Discussion and role-playing.
G. Decreasing inappropriate behaviors: punishment, extinction, and criteria for selecting strategies.	G. Discussion of film: Building Social Skills, (Seattle, Washington).
H. Shaping new behaviors.	H. Discussion of Living With Children.

Day III

Course Content	Strategies
A. Development of self-help skills	A. Discussion, demonstration with props, slides, and the use of the film entitled "Teaching the Mentally Retarded."

Day III

Course Content	Strategies
B. Development of expressive language	B. Discussion, video-tape, role-playing, handouts.
C. Development and assessment of receptive language skills	C. Discussion, videotape -- group participation with stimulus cards.
D. Meaningful storytime activities	D. Discussion, slides, videotape, dramatization, handouts.
E. Art experiences	E. Discussion, slides, videotape show, samples of children's art, handouts.

Day IV

Course Content	Strategies
A. Planning, implementing and evaluating family programs 1. Assessing with families their needs for service. 2. Setting objectives for service. 3. Developing strategies to meet their needs. 4. Evaluating the family program.	A. Distribution and discussion of Manual on Working With Families. Film: Cry Sorrow; Cry Hope

Day IV (Continued)

Course Content	Strategies
B. Communicating with families. 1. Home visits 2. Home programs 3. The personal interview 4. Use of newsletter 5. Weekly follow-up reports	B. Role-playing; Discussion of Video-tapes; Discussion of handouts.

Day V

Course Content	Strategies
A. Resources of effective commercially-prepared teaching materials which may be modified for use with developmentally handicapped children.	A. Discussion, display of sample sets of materials, handouts, transparencies.
B. Programming the development and use of materials.	B. Each participant prepared and demonstrated materials, handouts.
C. Development of materials which encourage multi-sensory learning.	C. Discussion, slides, demonstration of teacher made materials, handouts.

In addition to the mimeographed handouts (see APPENDIX) which accompany each of the content areas dealt with in the pre-service course, the participants drew upon the following texts:

Mager, Robert F. Preparing Instructional Objectives. Fearon, Palo Alto, California, 1962.

Patterson, G. R. and Gullion, M. E. Living With Children. Research Press, P. O. Box 3327, Champion, Illinois, 1968.

The materials which formed the basis of this training course are found in the following Chapel Hill Project publications:

LAP-The Learning Accomplishment Profile

Manual for Use of the LAP-Manual for Use of the Learning Accomplishment Profile

Curriculum Planning Guide

Working With Families

(Note: Many of the handouts referred to in the pre-service training are not included in this monograph, but are available from the Outreach Office.)

2. Training Considerations

The Smithfield teachers represented a broad spectrum of training and experience. Several had some college training and a great many years of experience. Others had not completed high school and had little appropriate training in early childhool education.

The preschool teaching experience of the training participants ranged from no experience at all, to seven years of pre-school teaching--with an average of 2.3 years.

A study of the educational background revealed that 88% of the teachers were high school graduates and averaged 1.1 years in college, with 11% college graduates.

It was obvious that the preservice and in-service training sessions would have to be individualized to meet the aptitudes and backgrounds of this group. The week of pre-service training provided an opportunity to assess the skills and aptitudes of the participants and to plan for the in-service training that would take place throughout the year.

During this week of training the teachers acquired a familiarity with methods, materials and techniques for meeting the individual needs of each child. In addition to this broad learning experience, the participants of both agencies(the Johnston County Head Start Program and the Chapel Hill Outreach Project)were afforded an opportunity to become better acquainted and to develop working relationships which would facilitate the collaboration efforts of the forthcoming year.

B. IN-SERVICE TRAINING

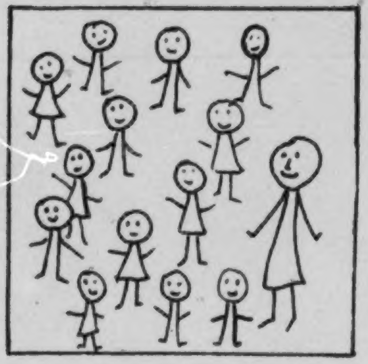
The collaboration between the Chapel Hill Training-Outreach Project and the Johnston County Head Start Program involved the establishment of a resource classroom to serve handicapped children of Johnston County.

This class served as a center for intensive training of the regular classroon. teachers.

The Smithfield Head Start Center includes five self-contained classrooms. In each of these classrooms the teacher and assistant teacher developed a schedule and conducted activities independent of the activities of the other rooms. Also, there was no uniformity either of instructional techniques or assessment methods.

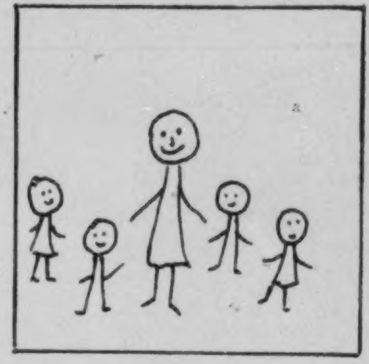
In-service training of all the teachers enhanced skills in (1) identifying children with special needs and (2) in implementing the prescriptive programs for each child receiving the services of the resource room. This dual function of the regular classroom personnel was necessary for the success of the resource program.

Identify



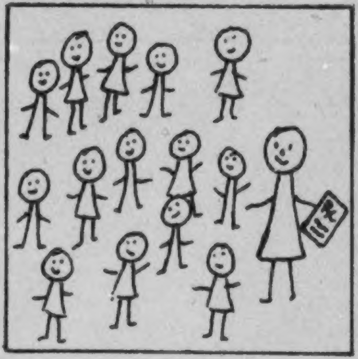
Regular Classroom

Refer for
Special Individual Services



Resource Room

Carry-Out
Prescriptive Program



Regular Classroom

1. Identifying Children for Special Services

Since the early identification of the children who might need special services was imperative to the operation of the program, the Outreach staff spent the month of September in training the regular classroom teachers in the proper use of assessment tools. These tools included the Peabody Picture Vocabulary Test, The Cooperative Preschool Inventory (Caldwell), and the Frostig Test of Visual Perception.

With special training the Smithfield teachers were able to test all of the children on these three screening instruments during the first six weeks of school. These tests were found to be highly useful in pinpointing children with developmental delay. The Peabody Picture Vocabulary Test and the Cooperative Preschool Inventory were especially suited to the children being tested. The Frostig Test of Visual Perception, however, was found to be too difficult for this population, and only the first sub-test was employed.

The results of the testing program were extremely useful in making the selection for the first resource room group. Of the one hundred and fifty three children who received the complete battery (two hundred and ten were actually tested but fifty seven did not receive one or more of the tests), sixty-four children were initially referred to the resource program. Of these, thirty-four were actually admitted to the program and received the resource room services.

It was decided that any child who was identified as being at least one and a half years below the norm on any of the screening tools, would be considered for the resource program. The results of the testing program indicated that ninety-four percent (94%) of the children tested were below the norm on the Peabody Picture Vocabulary Test, with fifty-one percent (51%) being more than one and a half years below the norm, and thirty percent being more than two years below the norm. The average percentile score of all of the children tested on the Cooperative Preschool Inventory was sixty-three (63).

The use of standardized tests was only the beginning of the screening process. Once the tests were completed and the sixty-four children who were one and a half years behind the norm were identified, a less formal screening procedure was employed.

Developmental delay in language and cognitive skills was documented by the scores on the standardized tests. In addition to this information, however, the staff was concerned about the other skill areas of each child. In order to observe and record appropriate classroom behavior in the areas of self-help skills, peer interaction, attending behavior, and classroom participation, the regular classroom teachers employed the following forms: the Behavioral Checklist, and the Referral to Outreach Classroom form (see APPENDIX). These forms enabled the staff to consider the developmental process of each child in these vital areas. Thus, by means of standardized tests and classroom observations, thirty-four children were finally selected as participants in the resource program.

2. Following Through With The Prescriptive Program

It was well-established that a child could be expected to make certain gains in skills concentrated on in the resource room intervention program. However, no child was expected to stay in the resource room for more than eight weeks. Therefore, if the gains made during this time were not to be reversed, it was imperative that the regular classroom teacher be able to carry out the individual resource program.

This individual plan, or prescriptive program, was based on objectives generated by the Learning Accomplishment Profile (LAP).

15.

In order for the regular classroom teachers to implement the prescriptive program, two changes had to take place: (1) the regular classroom teachers had to understand and appreciate the rationale for the program. This meant that they had to recognize the individual needs of children, to appreciate the need for individualizing their instructional program, and to be able to assess and chart the child's progress; and (2) the regular classroom teacher had to be able to demonstrate the same teaching methods used in the resource room. In order to do this, certain changes had to take place within the teacher herself: (1) she had to acquire a facility with these new techniques, and (2) the classroom had to be organized to facilitate small-group experiences which are essential to the individualization.

a. Classroom Organization For Individual Lessons

The rooms in the Smithfield Center were large, bright, and well-equipped. Each room had an easily accessible sink, and bathroom facilities were provided in each room. A strong feature of these rooms was that each classroom opened to the out-of-doors, allowing the outdoor space to be readily incorporated into the indoor space.

The Outreach staff worked individually with teachers in assisting them in the reorganization of their classrooms. These teachers came to understand that setting up the classroom is a vital part of planning for the young child's growth and development.

Recognizing that all young children (as well as handicapped children) need a great variety of multi-sensory stimuli in their environment, a classroom with well-defined centers of interest is conducive to feeling, tasting, smelling, listening, and handling.

To facilitate optimal multi-sensory experiences for all children, the training included:

1) Setting up centers of interest
2) Use of individual or small group lessons
3) Use of independent activities
4) Use of units of interest
5) Scheduling daily activities

With special help, the Smithfield teachers came to see that room arrangment is an important factor in the success of any program for young children. This new room arrangment made possible the inclusion in each room of the following learning centers:

1) the block center
2) the art center
3) the housekeeping or dramatic play center
4) the math/science center
5) the reading/writing center
6) the listening/music center
7) the circle/game center
8) the outdoor center as an extension of the indoor centers

Experience has taught us that unless the centers are separated one from another children are easily distracted and the room organization cannot achieve its intended goal. (See APPENDIX--"Classroom Organzation.") Division of the centers in the Smithfield Center was made difficult by the fact that bookshelves and cabinets were permanently fastened to the floor. (This should always be avoided, since it greatly reduced the flexibility of the learning environment.) In order to divide the centers and provide the quiet and security that they need, tri-wall (a very heavy cardboard) was used. From this material the teachers cut room dividers and shelving and arranged their rooms to suit themselves. Not all of the teachers arranged their room in the exact same way. However, all found the use of room dividers to be so helpful that many suitable arrangements were implemented.

The main value of a room arranged in well-defined learning centers is that it facilitates small group lessons. The teacher can arrange some centers so that children can work at them independently while she and an assistant teacher can provide direct teaching with well-planned lessons at two other centers.

b. Scheduling Time for Individual Lessons

While the Outreach staff members were observing in the classrooms, it became apparent that the teachers or teacher-aides were spending almost all of their time in large-group activities, attempting to teach all twenty children at one time. Each teacher had posted her daily schedule on the wall of the classroom and these schedules reflected a norm of large-group experiences.

As a means of individualizing instruction, the Outreach staff developed training sessions which would emphasize the importance of small-group activities. (See APPENDIX--"Scheduling.")

During the training sessions a wide variety of schedule possibilities were presented to the teachers. Some illustrated the proper use of two teachers in carrying out small group activities within the daily schedule. Other plans illustrated the use of a volunteer in creating a varied and interesting daily schedule which not only allowed for small group activities but afforded the children a reasonable amount of choice in the activities in which they would engage.

Once the participants were familiar with an assortment of possible daily schedules, they were divided into small groups for a working session. These groups discussed and designed daily schedules which were applicable in their particular situation. The suggestions were varied, but they had a common element: all of them allowed time in the daily schedule for small group lessons.

In the weeks following the training sessions, the Outreach staff members consulted individually with each of the teachers, examining the new daily schedule, listening to the comments of the teachers, and offering appropriate praise and suggestions.

The chart below illustrates a typical daily schedule before and after the training:

SCHEDULE IN SEPTEMBER	SCHEDULE IN MAY
8:00-9:00 Free Play	8:00-9:00 Free Play
9:00-9:15 Clean-up-Wash for snack	9:00-9:15 Clean-up
9:15-9:30 Snack	9:15-9:30 Snack
9:30-10:00 Circle	9:30-10:00 Small group lessons
10:00-10:30 Outside play	10:00-10:30 Music -large group
10:30-11:00 Art	10:30-11:00 Small group lessons
11:00-11:15 Conversation--free time	11:00-11:30 Outside Play
11:15-11:30 Wash for lunch	11:30-12:15 Lunch
11:30-12:15 Lunch	12:15-12:30 Brush teeth
12:15-12:45 Ready for sleep/rest period	12:30-2:00 Rest
12:45-2:00 Nap	2:15-2:30 Prepare to leave
2:00-2:30 Music	2:30-3:45 Lesson Preparation
2:30-2:45 Buses leave	
2:45-3:45 Clean room & prepare for next day.	

c. Preparing Lesson Plans

Although all of the teachers customarily prepared weekly lesson plans, none prepared precise plans that took individual differences into consideration and their plans were therefore ineffective in individualizing instruction. Group objectives were generally considered, but no provision for meeting the needs of individual children was made.

The resource room teachers were to plan and initiate the prescriptive program, which was later to be implemented by the regular classroom teachers. It was therefore imperative that these teachers be able to reinforce the lessons of the resource room by the competent use of the same techniques and materials used in the resource room.

The following lesson plan format was in use in the resource room, and was suggested for use in the regular classroom:

1. Objective (including criteria)
2. Materials
3. Procedure
4. Evaluation

These lesson plans were to incorporate instructional objectives, which would assist the teacher in clearly defining the purpose of the lesson (what the teacher wants to teach), the conditions under which the child is expected to demonstrate his mastery of the lesson, and the criteria by which success is determined.

In addition to the use of instructional objectives, teachers were instructed in the use of "error-free learning" techniques. This method helped the teachers in outlining the procedure that they would follow in meeting the individual needs of the children during the lesson. Essentially, this technique demands that the teacher see to it that the child succeeds in his attempts to perform the task. (See APPENDIX: "Error-free Learning")

During the training in the use of the error-free learning technique, the Outreach staff discussed and modeled the basic principles of this teaching method.

In order to eliminate inappropriate behavior and to insure the child of success, the liberal use of positive reinforcement was advocated. "Catch the child being good" was the key phrase used during this portion of the training. Teachers were alerted to the salutary effects of praise for appropriate behavior, as opposed to the negative effects of scolding for inappropriate behavior.

Thus, teachers were able to prepare lesson plans that included instructional objectives: an effective procedure for leading the child to successful learning experiences, a suitable technique for encouraging the child to persevere at the task, and a useful method for evaluating the outcomes of the lesson.

Sample lesson plans, which illustrate the use of the principles, are included here.

CONCEPT prep, color "green", horiz. line in house STUDENT Nancy, Linda, Timothy

TEACHER Shirley Morgan DATE Nov. 26, 1973 Monday

OBJECTIVE:

1. To be able to demonstrate meaning of preposition under using concrete objects.
2. To be able to label objects green after teacher models.
3. To be able to trace horizontal lines & horizontal lines in house.

CRITERIA:	Objective 1	Objective 2	Objective 3
	4 out of 5 times	4 out of 5 times	4 out of 5 times
MATERIALS:	1. cars 2. blocks 3. box	1. green can 2. blocks 3. construction paper 4. other green objects	1. slate & chalk 2. pencil 3. paper
PROCEDURE:	1. model & label prep. under 2. Let child do 3. Model, giving several examples, and letting child do after each model	1. label and model 1 green object 2. Let child touch giving color 3. Repeat with as many green objects as possible 4. Matching green objects to green objects	1. Have child trace hor. line on chalkboard after teacher models 2. Let child trace lines on paper & then trace H-lines of house on paper using green & red as starting & stopping points.

EVALUATION:

22.

CONCEPT Draw a triangle, color blue STUDENT Sonya, Michael, Howard.

TEACHER Magertha Sanders DATE 11-12-73

OBJECTIVE:

1. To be able to trace a triangle using pencil then magic marker after teacher models.
2. To be able to imitate a triangle using dot to dot on a chalk board and on paper with a magic marker after teacher models.

CRITERIA:

Objective 1	Objective 2
Trace 4 or 5 times.	Copy 4 or 5 times.

MATERIALS:

For objective 1	Objective 2
1. chalkboard	Chalk & board
2. chalk	paper w/triangle
3. paper with triangle	magic marker
4. pencils & magic marker	

PROCEDURE:

1. Label and Model	1. Label & Model
2. Have children imitate	2. Have children to copy triangle, using dot to dot system.
3. Then have them trace prepared triangle from dot to dot.	

EVALUATION:

d. Using the Learning Accomplishment Profile

During the pre-service training of August 20-24 the Head Start staff had been introduced to the Learning Accomplishment Profile and had received preliminary training in its use in the educational program. However, this training had proven to be too cursory, and in November the staff began a more intensive training program on the LAP.

It was decided that all of the teachers should receive this training in the use of the LAP since the prescriptive programs developed in the resource room were generated through LAP assessments. It was the responsibility of each classroom teacher to carry out the prescriptive programs for the children in her classroom who had received resource services.

During the month of November all of the teachers received ten hours of intensive training in the use of the LAP. In addition, each teacher received several hours of consultation in her classroom.

The core of the training dealt with the purpose of and the value of the LAP both as an assessment tool and a planning guide. The teachers were able to contrast the developmental assessment of the LAP with I. Q. tests which tend to label and stigmatize.

The teachers were assisted in looking at the LAP as a guide to setting appropriate objectives, to identifying the various response capabilities of each child, to identifying appropriate materials and methods for classroom instruction, and to evaluating the lessons planned and executed by the teacher.

In addition, a great deal of time was spent in helping the teachers utilize the LAP as an efficient recording system by which accurate records could be kept on the children in their classes.

This training broke the LAP down into its four sections and dealt with each one separately, allowing the teachers to become familiar with each of the sections and skilled in the use of them. The sections incorporated in the training were:

1. The Developmental Profile - this section, the recording system of the LAP, was introduced by means of role-playing exercises in which the teachers recorded behaviors and skills of other teachers on a practice sheet. At the end of the role-playing exercises, the teachers completed a developmental profile as a product of the group discussion.

2. The Skill Areas- The skills areas were introduced and each item was reviewed and explained. The teachers and the Outreach staff members prepared materials which would aid in assessing the skills itemized in this section. The participants then divided themselves into six groups, one for each of the skill areas covered in the LAP, and designed classroom activities which would be useful in assessing the skills of children.

3. The Task Section- The instruction in this section consisted of the showing of video-tapes in which actors modeled the use and scoring of the task section. The participants viewed the video-tapes and then discussed them at length.

4. The Curriculum Section - In presenting this section the trainers emphasized the value of using correlated activities when planning the daily and weekly lesson plans. The participants took part in developing correlated lesson plans and materials with which these lessons could be taught.

As an evaluation of this intensive training in the LAP, each teacher and teacher-aide was required to complete LAP evaluations, including developmental profiles, on two of the children in their classrooms. These completed LAPs were then reviewed by members of the Outreach Staff and returned to the participants with a written critique.

e. Microteaching

Microteaching is a technique by which teachers are allowed to observe themselves in the classroom and to evaluate their own performance. Using this technique, the teacher is asked to conduct a short lesson with a small group of children. This lesson is then video-taped and played-back to the teacher later. At this session the teacher and a consultant analyze the teacher's behavior and constructively evaluate it.

Microteaching was introduced into the training program in December and was implemented on a volunteer basis. These teachers who were willing to look at their own performance objectively, prepared a lesson and taught it while being video-taped by an Outreach staff member. On the following day, this teacher and an Outreach staff member reviewed the tape and critiqued the lesson. (See APPENDIX: "Microteaching Evaluation Form.")

The Smithfield experience with microteaching revealed a serious weakness in the instructional program that was common to all of the teachers who participated in this evaluation. The absence of instructional objectives in the lessons prohibited the teachers from effectively evaluating the outcomes of these lessons. The teachers discovered that the failure to define objectives inevitably leads to an inability to assess the effectiveness of the learning experience.

Once microteaching was completed, the Outreach staff members met individually with the participating teachers and assisted them in the preparation of lessons based on instructional objectives.

3. Small-Group Training

As the training sequence progressed there was an observable decrease in the enthusiasm of the participants. Through consultations and observations in the classrooms the trainers discovered that many of the teachers were still unable to carry out some of the fundamental principles that had been presented in the training sessions. The teachers often expressed frustration at not being able to implement these principles, which they accepted in theory but for which they were unable to see practical applications.

The Outreach staff entered into lengthy discussions with the Johnston County educational coordinator in order to find an approach that would rekindle waning enthusiasm and would make practical application of educational principles possible. Out of these discussions emerged an awareness that the training approach could be modified to increase the active participation of the teachers. Although the training had strongly emphasized the fact that teaching is most effectively done in small-group settings, the Outreach training had been essentially a large-group activity. Therefore, the training strategies were revised to try to meet the individual needs of the participants.

It was decided that the new approach would be based on a reassessment of the skills of the teachers. From this reassessment individualized training programs could be introduced to increase the competence of the teachers in these skill areas. In order to individualized the training the teachers were divided into groups of eight or less.

In January this small-group training strategy was adopted, with each group working intensively in one area for a period of five to eight weeks.

The content of the training sessions was determined by considering both the existing skills and the expressed interests of the teachers.

The teachers were given the following from which to choose:

1. The development of a slide-show on a behavior-management program. This program would be initiated in the resource room and followed up in the regular classroom.
2. The revision of the Learning Accomplishment Profile for the purpose of assessing all of the children in Head Start classroom in one booklet.
3. The development of curriculum units for Head Start classrooms. These units could then be duplicated and distributed to other Head Start teachers.
4. The writing of Skill Development Cards which would provide specific activities for correcting skill deficiencies identified in LAP assessments.

a. Behavior Management Program

This re-evaluation of the effectiveness of the training program revealed that the behavior management training had been seriously deficient. The trainers had attempted to develop teacher expertise in ignoring inappropriate behavior and in reinforcing appropriate behavior. However, the teachers found that such a program was difficult to implement due to inadequate training in this area. Program evaluation revealed inconsistency in handling behavior problems. Often the behavior which one teacher felt should be ignored, the assistant teacher felt should be dealt with directly. Such disagreement between the teachers contributed to inconsistent teacher reaction to behavior problems, and consequently to an increase in undesirable results.

In January a completely new approach was initiated. This new approach consisted of selecting a simple but specific behavior program for one child, and developing this program from beginning to end. Each step of the program was to be documented and photographed. This would make possible the development of a slide-tape presentation which could be used for future training sessions.

The single most useful aspect of this new approach was that the trainers were able to repeat the training in behavior management in a detailed and organized manner.

The teachers selected a child who had been referred to the resource room because of her inappropriate behavior in the regular classroom. Once the child had been selected, the training in the establishment of a behavior management program proceeded in a step-by-step fashion.

Step 1: Observable Behavior

The teachers and two members of the Outreach staff discussed the observable behavior of this child. A form (See APPENDIX) was completed by the teachers. On this form the teachers listed these behaviors that they would like to see increased, as well as these which they would like to see decreased. The teachers were then able to define the child's actions in behavioral terms.

Step 2: Selecting Specific Behavior to Change

Of the behaviors that the teachers would like to have seen increased, the behavior with the highest priority for change was selected as the target behavior.

Step 3: Counting Behaviors

For one week data was collected. During this time the teachers were instructed to react to the behavior of the child as they had previously done.

Day 1: An Outreach staff member and two teachers collected data. Observer reliability was 100%.

Day 2: Two teachers collected data with 100% reliability.

Day 3: One teacher and one WIN mother collected data with 100% reliability.

Day 4: One WIN mother collected data.

Day 5: One WIN mother collected data. This WIN mother continued to collect data throughout the program.

Step 4: Charting Behavior

A simple graph was prepared to illustrate the frequency of occurance of the behavior to be decreased. This process was continued throughout the program.

Step 5: Implementing Program

After the Outreach staff and the teachers planned the procedure to be followed in this behavior management programs, one of the teachers explained the program to the child. During the first fifteen minute period of the day the child was expected to perform the target behavior for two five-minute intervals. A timer was set for five minutes and at the sound of the bell the child received a token reinforcer. This token was paired with a verbal reinforcement. If the child received 2 tokens she received a reward. By the end of the first week the criterien was raised to three tokens. In order to fade out the program, the tokens were gradually decreased and verbal praise continued. Eventually the reward was phased out and only verbal reinforcement was given to the child.

Results

As soon as the child was able to remain in her seat for the entirety of the first lesson of the day, there was noticeable improvement in her behavior throughout the day. The child demonstrated that verbal reinforcement was of value to her and inappropriate behavior was significantly decreased.

The successful implementation of this behavior management program had a profound effect on the teachers who were not involved in the program itself. They were impressed by the results and were anxious to develop programs for many of the children in their classes. The Outreach staff consulted with these teachers and provided them with needed information for replication, and a number of successful behavior management programs were consequently implemented.

b. The Smithfield LAP Revision

The Smithfield teachers instantly recognized the Learning Accomplishment Profile as a useful assessment tool and were anxious to use it in their daily programs. However, after having completed LAP evaluations of two of the children in their rooms, it was the general concensus of the teachers that the regular use of the LAP was entirely too time-consuming for the Head Start teacher. In spite of this fact, the teachers expressed a desire to have such an assessment tool at their disposal. It was therefore decided that one of the small groups would spend six to eight weeks in developing a revision of the LAP that would be of practical use in the Head Start setting. The format of the LAP was consequently revised to allow the evaluation of twenty children on a single page. (See APPENDIX)

Although only six teachers actually worked on the LAP revision. it was felt that all of the teachers in the center should have an opportunity to make suggestions. Therefore, the following procedure was followed:

1. Each teacher in the group was given two pages of LAP items to review. She was also asked to record the opinions of two other teachers, and based on an agreement among the three teachers, to include or exclude the separate items in her section.
2. The LAP revision training-group met and reviewed each item on the LAP. The opinions which the participants had gathered were considered and a final decision concerning inclusion was made by the group-as-a-whole. Items to be included were selected based on the following criteria:

a. Only items above the twenty-four month level

b. Items which the teachers wanted to teach.

c. Items which can be assessed at school.

After the LAP was revised and shortened, the teachers investigated ways in which the LAP could be used in the classroom with maximum efficiency. One of the ways in which the teachers were able to facilitate the use of the LAP was by providing worksheets which could be used in the assessment procedure. These worksheets carried illustrations of objects to be named, an incomplete man to which the children could add body-parts, and so forth. (See APPENDIX)

The members of this group also decided to produce Skill Development Cards. These cards were designed to outline a procedure for developing the skills of a child which had been identified by the LAP assessment as being deficient. There was an attempt to break the skill down into prerequisite skills and to provide a procedure for the development of these lower-level skills. (See APPENDIX)

After the LAP revision was completed, the teachers participated in the production of a slide-tape show which was to illustrate the use of the Smithfield LAP Revision in regular Head Start classrooms. The teachers in this group served as group leaders, assigning a single page of the Revised LAP to each of the teachers in the center. These teachers arranged their rooms and prepared lessons which assessed various LAP items. An Outreach staff member went to each room and photographed the children as they were engaged in these activities. From this was derived a slide-tape show illustrating the use of the LAP in Head Start classrooms.

Every teacher in the Smithfield Center adopted the Smithfield Revised LAP for use in her classroom. The results of this training were evident, not only in the efficient use of the LAP in each classroom, but in the pride with which the teachers shared their work with others.

c. Preparing Correlated Activities

The third group of teachers decided to prepare a booklet of correlated activities to accompany the curriculum section of the LAP. These activities would then serve to guide the teachers in preparing unit lesson-plans appropriate to Head Start children.

Working together every Wednesday for six weeks, the teachers wrote activities for the following units: pets, family members, winter transportation, fruits, community helpers, sounds, farm animals, grooming, and buildings. (See APPENDIX for sample unit) Each unit provided lesson plans for any entire week, each day being organized as follows:

UNIT OUTLINE

A. Large Group Lesson
B. Small Group Lesson
    1. fine motor
    2. concepts (Math or science, etc.)
C. Art Activity
D. Music Activity or Finger Play
E. Game
F. Story
G. Field Trip

Materials -
Resource Books -

The training process used consisted of assigning a curriculum area for each week, individually preparing the lesson in that curriculum area, and meeting together to discuss the lesson plans and offering constructive criticism to each other.

Essentially, the value of this training activity lay in the practice the teachers received in preparing lessons in all skill areas revolving around a single concept. The group process served to encourage teachers to interact, share their ideas, and respond constructively to the ideas of others.

The teachers were delighted to have published a booklet of correlated activities and proud to be able to share this booklet with others at the workshop that concluded the academic year.

d. WIN Mothers

In November a training proposal was submitted by the Chapel Hill Training-Outreach Project to the Johnston County Community Action, Inc. This proposal stated that the Outreach Project would train two WIN (Work Incentive Now) mothers to serve as teacher-aides for developmentally handicapped children. (See APPENDIX for Proposal)

Two teachers began working in January under the guidelines of this program. The training described in this proposal was carried out by the Outreach staff during four three-hour morning sessions. The content of the training course closely followed the material covered in the training sessions in which the Johnston County Head Start teachers had participated. In addition to the regular course, these WIN Mothers received special training in the making of home visits.

One of these mothers was assigned to work with a child who had a serious speech handicap. She accompanied the child to Chapel Hill to the speech clinic for therapy. She was also trainined by the speech therapist to carry out the prescriptive program for this child and became adept at simple techniques of speech correction.

4. Evaluation of Training

These small-group training sessions were extremely effective, not only in producing results within the classrooms but in changing the attitudes of the teachers toward inservice training. Prior to the adoption of this new training approach, teachers were dissatisfied with the weekly sessions, expressing an unwillingness to attend them and a high degree of anxiety during the sessions themselves.

The new training process provided a great deal of opportunity for individual participation. It soon became apparent that the teachers were not only enjoying the activities in which they were engaged, but were excited about the production of materials for use in their program. The result of this was that the length of training sessions doubled and teachers were disappointed if events cancelled the weekly sessions. This high level of motivation on the part of the teachers was contagious and the trainers were themselves more highly motivated.

The products that emerged from this training program were:

1. A slide-tape show, "Debra -- Using Behavior Management Techniques in the Head Start Setting."
2. The Smithfield Revised LAP (See APPENDIX)
3. Skill Development Cards (See APPENDIX)
4. Revised LAP Worksheets (See APPENDIX)
5. Slide-tape show -- "Using the LAP in Head Start."
6. Coorelated Activities -- ten units to use in the Head Start classroom.

All of these materials were discussed by and distributed to participants of the workshop which was conducted by the Smithfield teachers.

How does one determine if training actually has an effect on the performance of the teachers who received such training? Obviously one would look for a change in behavior and a demonstration of the skills that were supposedly developed in the training sessions. The effectiveness of the training program was evaluated on the basis of these observable skills. By the end of the training program most of the teachers were able to perform the following tasks satisfactorily:

1. Organize their own classrooms to facilitate the implementation of a program of organized instruction.
2. Increase the amount of time spent in small group activities.
3. Raise the performance level of their children on the PPVT, the Cooperative Preschool Inventory and the LAP.
4. Develop curriculum units that focused on a single concept, and teach that unit, with tasks of graduated difficulty, for one full week.
5. Revise the LAP; for use in Head Start classrooms.
6. Develop Skill Development Cards to accompany the LAP and use these cards after assessing the skills of children.
7. Establish behavior management programs for individuals within their classrooms.
8. Carry out the prescriptive programs for children from the Resource Room, individualizing their instruction for each child.
9. Prepare behavioral objectives based on the LAP assessment.
10. Administer and score the LAP.
11. Carry out successfully a two-day workshop in which they demonstrated the assessment and teaching techniques that they learned in the training program.

C. THE SMITHFIELD WORKSHOP

1. Rationale for the Workshop

In addition to being able to use their new-found skills in the everyday operation of their classrooms, it was felt that the teachers ought to be able to prepare and carry out a two-day workshop. At this workshop the teachers would demonstrate the assessment and teaching techniques that they had learned through the training program. In this way, it was believed, the teachers would be able to demonstrate that they had actually mastered these concepts that they could verbalize to others.

On May 16th and 17th, 1974 the teachers presented a workshop on the administration of special services to Head Start children. They extended an invitation to many different agencies in North Carolina. These agencies represented those who were directly concerned with providing special services to handicapped children, or those who were in a position to refer handicapped children to the Head Start Program for these services.

(An agenda for this workshop is attached in the APPENDIX, as is a list of workshop participants.)

The following summary of the workshop explains the content that was covered, the rationale for including this content in the workshop, the strategies used to present the content, and the group leader(s) who made the presentations:

SMITHFIELD WORKSHOP

May 16 - 17, 1974

CONTENT	RATIONALE	STRATEGIES	GROUP LEADER
1. Need for individualizing the instructional program	In order to meet the needs of developmentally handicapped children teachers must be aware of individual differences and must be able to design programs compatible with these differences.	Slide-tape show "Individualizing in Head Start" using slides taken at the Smithfield Center	Outreach staff members
2. Resource room services provided to developmentally handicapped children	Two-fold purpose: a) to demonstrate a model program of resource services b) to establish communication with representatives of support agencies	Slide-show illustrating identification, referral, intake procedures, development of individual objectives, lesson plans, and evaluation methods for children in the resource room. Return to the regular classroom and the following of a prescriptive program. Implementation of a home program for a typical child served in the resource room.	Resource room teachers (2); regular classroom teachers (1)

CONTENT	RATIONALE	STRATEGIES	GROUP LEADER
3. Introduction of the LAP	To develop an awareness of graduated task levels and prerequisite skills, and to provide teachers of developmentally handicapped children with an appropriate assessment instrument.	Small-group activity in which the group ranked tasks in order of difficulty in each of the skill areas. Participants were also asked to identify prerequisite skills for given tasks.	Teachers (2) Resource teachers (2) Outreach (2)
4. Continuation of the LAP	To develop expertise in the use of the LAP	Slide-tape show "The LAP"	Resource teacher (1)
5. Introduction of the Revised LAP for Head Start	To provide an assessment tool appropriate to regular Head Start classrooms. Using this LAP revision, an entire class can be assessed in one booklet.	Slides illustrating the use of the Revised LAP in the Smithfield Center. Presentation of the Revised LAP; Skill Development Cards; Worksheets.	Teachers (3)
6. Methodology of the Resource Room: a. Behavioral Objectives b. Long-Range Objectives c. Individual Lesson plans- 1. error-free learning 2. positive reinforcement	To demonstrate procedures for implementing individualized instruction	Transparencies Lecture-discussion Group participation Lecture-discussion LAP 1. A demonstration of teaching of an individual lesson 2. Demonstration of a large-group lesson	Outreach staff member Resource teacher Resource teacher Resource teacher

CONTENT	RATIONALE	STRATEGIES	GROUP LEADER
7. Introduction to teacher-made materials and commercially produced materials for the developmentally handicapped.	To expose teachers to a wide selection of materials appropriate for developmentally handicapped children.	Display of materials and explanation of materials used with special children	Teachers (2) Resource teachers (2)
8. Home services provided to selected resource room children.	To stress the importance of parental involvement in meeting the needs of special children.	Video-tapes of home trainers working in homes of Smithfield children.	WIN Mothers (2) Social Worker
9. Language stimulation program for selected language-delayed children.	To demonstrate the procedure to be followed in extablishing a remedial language program in Head Start.	Slide-tape show of Smithfield teacher and children.	Smithfield Language teacher
10. Behavior management program in Head Start	To demonstrate techniques for dealing appropriately with behavior problems in Head Start classrooms.	Movie "Building Social Skills" Slide-tape show on a specific behavior program for a Smithfield Child; Lecture-discussion.	Teacher (1) Outreach staff member
11. Presentation of curriculum units	To provide an example of preparing lesson plans revolving around a single theme.	Distribution of Curriculum units written by Smithfield teachers; discussion.	Teacher (1)
12. Organization of the classroom to facilitate small-group teaching.	To demonstrate the positive effect of a well-organized classroom on individualizing instruction.	Slide-show; lecture-discussion; slides showing a Smithfield classroom before and after organization	Teacher (1)

2. Description of Media Presentations Developed for the Smithfield Workshop

INDIVIDUALIZATION IN HEAD START (Slides) 15 minutes

Focuses on four components of individualized Head Start program which is designed for normal and handicapped children. Includes entry assessment, assessment of environment, teaching strategies and involvement of parents.

CLASSROOM ORGANIZATION (Slides) 15 minutes

Describes and explains room organization using "Centers of Interest". Deals individually with the components and functions of nine types of interest centers (i.e. math/science, art, reading, outdoor). Provides suggestions for organizing a classroom into centers of interest.

DEBRA (Slides) 15 minutes

Illustrates the specific steps in setting up a behavior management program. The program is developed and carried out by professionals and paraprofessionals in a Head Start setting.

CHESTER (Slides) 10 minutes

Describes a program of providing services to handicapped Head Start children without removing them from the Head Start setting. It is presented as a case study and illustrates the program from entry into Resource Room to return full-time to regular classroom with prescriptive program.

LANGUAGE STIMULATION (Slides) 15 minutes

A look at a model intervention program which was designed to remediate language and speech disorders in Head Start children. Presentation demonstrates the use of a commercially produced language development kit in a regular Head Start setting. Introduces some prerequisite skills to the development of oral and written communication skills.

HOME PROGRAM (Video-tape) 30 minutes

Illustrates techniques used by Home Trainers in working with the families of developmentally handicapped children.

APPENDIX

SECTION II

TRAINING PROVIDED BY OUTREACH PROJECT TO JOHNSTON COUNTY HEAD START PROGRAM 1973-74

Participants	Date	No./Participants	Type of Training	Content	No./Hours
Johnston County Head Start Teachers and Aides	Aug. 20-24	24	Workshop	Working with the handicapped Test Administration Positive reinforement Behavior modification Task analysis Curriculum Error-free learning Family involvement Introduction to materials	35
	Sept. 6	24	Workshop	Administration of the Peabody Picture Vocab. Test	2
	Sept. 13	24	Workshop	Administration of the Cooperative Preschool Inventory	2
	Sept. 26	24	Workshop	Administration of the Frostig Test of Visual Perception	2
	Oct. 3	24	Workshop	Making referrals to resource room based on test results	2
	Oct. 10	24	Workshop	Classroom organization Learning Centers	2
	Oct. 17	24	Workshop	Scheduling of daily activities	2

Participants	Date	No./Participants	Type of Training	Content	No./Hours
	Oct. 24	24	Workshop	Fine Motor Lessons Storytelling Small groups	2
	Oct. 31	24	Workshop	Math Lessons Language Lessons Individualization	2
	Nov. 7	24	Workshop	Skill assessment (LAP) - general	2
	Nov. 14	24	Workshop	Skill assessment (LAP) - gross motor fine motor, social	2
	Nov. 21	24	Workshop	Skill assessment (LAP) - self-help, cognitive, language	2
	Nov. 28	25	Workshop	Error-free learning	2
	Dec. 5	24	Workshop	Correlated Activities with the LAP Developmental Profiles	2
	Dec. 12	24	Workshop	LAP - Part I & II	2
	Dec. 19	24	Workshop	LAP - Part III	2
Smithfield Head Start Teachers (only)	Every Wednesday from January through May	14	Small group training	Behavior Management LAP Revision Writing of LAP Skill Development Cards Writing of Curriculum Units	50 (total)

Participants	Date	No./Participants	Type of Training	Content	No./Hours
Resource Teacher and aide	Every Wednesday from August through May	2	Observation	Resource lessons	3 hrs./day x 37 days
			Consultation	Resource lessons	2 hrs./day x 37 days
	Every Thursday from December through February	2	Observation	Resource lessons	3 hrs/day x 10 days
			Consultation	Resource lessons	1 hr/day x 10 days
WIN Mothers	Every Wednesday from January through May	2	Classroom Training	Working with Handicapped	3 hrs/day x 20 days
			Home Training	Working with Families	3 hrs/day x 20 days
Language Teacher	Every Wednesday from March through May	1	Individual training	Assessing language skills Teaching language lessons based on behavioral objectives	2 hr/day x 12 days
Smithfield teachers	May 7-8 and May 14-15	14	Small groups	Preparation for Smithfield Workshop	6 hrs./day x 4 days

Participants	Date	No. of Participants	Type of Training	Content	No./Hrs.
Head Start Local Coordinator	July 16-20	1		Coordination of mainstreaming efforts	40
	Sept-Dec.		Consultation		16
Head Start Family Coordinator	Aug-May	1	Consultation	Working with Families of the Handicapped	160

HOURS OF TRAINING PROVIDED BY
THE OUTREACH PROJECT
TO
JOHNSTON COUNTY HEAD START PROGRAM
1973-74

Training Participants	No./Participants	No./Hrs. Training	No./Man-Hours of Training
Johnston County Head Start Teachers and Aides	24	65	1560
Smithfield Head Start Teachers and Aides	14	64	1036
Resource Teacher and Aide	2	225	450
WIN Mothers	2	120	240
Language Teacher	1	24	24
Local Head Start Coordinator	1	56	56
Head Start Family Coordinator	1	160	160
TOTALS	45	724	3526

BEHAVIORAL CHECKLIST
FOR SMITHFIELD HEAD START RESOURCE CLASS

Prepared By:
Toby Klein
Don Bailey
Jane Findlay
Chapel Hill Training-Outreach
Project

Child's Name: ______________________________

Date: ______________________________________

Length of Time Observed: ____________________

DIRECTIONS: Check YES or NO Column. The space below each item is for comments.

YES	NO	
		1. Shows frustration/anger by hitting, biting, kicking, hurting others or by crying excessively.
		2. Plays alone.
		3. States likes and dislikes - tells others what he wants.
		4. Plays cooperatively with others.
		5. Can speak clearly so others understand.
		6. Can follow simple directions "Go to the bathroom", "Go line up at the door."

YES	NO	
____	____	7. Can make transition from one activity to another without problems (running around class, refusing to put up toys).
		____
		____
____	____	8. Can sit in group activity for 15 minutes.
		____
		____
____	____	9. Uses materials in class appropriately.
		____
		____
____	____	10. Is discipline a problem - won't do what teacher tells child.
		____
		____

Describe Unusual behaviors noted:

REFERRAL TO OUTREACH CLASSROOM

Teacher's Name: ______________________ Date: ______________

School: ______________________ Grade: ______________

Child's Name: ______________________ Age: ______________

Child's Birthdate: ______________________

Parent or Guardian: ______________________________________

Home Address: ______________________________________

______________________ Telephone: ________

TEACHER'S DESCRIPTION OF PROBLEM:

BEHAVIOR CHECKLIST

	NO	SOME	AVERAGE	WELL	VERY WELL
1. Able to sit in desk					
2. Able to participate in group lessons					
3. Able to listen to directions					
4. Able to complete assigned work					
5. Able to initiate contact with peers and adults					
6. Able to do grade-level work					
7. Able to attend for more than ten minutes					
8. Able to interact appropriately with peers					
9. Able to adjust to "open classroom" situation (if this is applicable)					

Special Problems: (Please comment if necessary)

______ Physical

______ Eating Habits

______ Toileting Habits

______ Other

PRIORITY OF SERVICES

Rate in order of priority to you. 1 = your highest priority; 5 = your lowest priority.

_______ Appropriate classroom behavior

_______ Attending skills (looking and listening habits).

_______ Independence in work habits

_______ Appropriate peer interaction

_______ Improved skills in fine and gross motor, language, cognitive, social and self-help development.

Check any of the following which would be an area of difficulty for the child:

_______ 1. Rote counting

_______ 2. Rational counting

_______ 3. Shapes - name and drawing

_______ 4. Colors - matching and name

_______ 5. Numerals - naming and writing

_______ 6. Letters - naming and writing

_______ 7. Can write name

_______ 8. Intelligibility of speech

(Also, indicate by circling the item, which is a strength for the child.)

Please add more spcifics where you can!

CLASSROOM ORGANIZATION

Setting up the classroom is a vital part of planning for the young child's growth and development. The classroom is a place where the child will spend many hours of his day; therefore it is important for teachers to make it as meaningful as possible. The room itself should be large, well-lighted and ventilated, colorful and comfortable and have easy access to toilets and out-of-doors. The out-of-doors should be considered an extension of the classroom that offers numerous opportunities for teaching and evaluating.

Young children as well as handicapped children need a great variety of multi-sensory stimuli. They can best use this stimulation by moving around in their environment - feeling, tasting, smelling, listening and handling. A classroom with well-defined centers of interest is conducive to this type of learning situation. "Moving around in the environment" does not mean that children are aimlessly wandering around in the room. These children need some structure and direction that may be obtained from several sources:

(1) Setting up of centers of interest.
(2) Use of individual or small group lessons.
(3) Use of independent activities.
(4) Use of units of interests.
(5) Scheduling daily activities.

Room arrangement is an important factor in the success of any program for young children. Let us see how setting up Centers of Interest can be valuable in the classroom. The two handouts of room arrangement are purely suggestions of two ways your rooms may be set up. You may have ten other ideas of how to do it that may be much better than these. The other handout explains some learning experiences the centers can provide for the children, some basic materials that are needed for an effective center, and some things to remember when organizing your classroom. Please feel free to question anything that concerns you or that you don't understand.

I. The Block Center

(a) increases attention span
(b) increases child's ability to concentrate
(c) develops gross and fine motor skills
(d) helps develop social skills (cooperative play, oral communication)
(e) practice in mathematical concepts (space, shape, size)

Materials Needed:

.set of unit blocks, some hollow blocks and flat boards
.small vehicles (trucks, cars, etc.)
.rubber of wooden people and animals
.a variety of hats
.other props as the interest or occasion requires them

II. The Art Center

(a) It stimulates the child to express his feelings about himself, his community, his world.
(b) It gives opportunities to learn that people think and feel differently about the same things.
(c) It helps develop gross and fine motor skills which are pre-requisite to writing.
(d) It strengthens the child's ability to imagine and observe.
(e) It helps to build positive self-concepts through success experiences.
(f) It gives opportunities to concentrate, plan and organize.
(g) It encourages children to appreciate beauty.

Materials Needed:

. paints, easels, brushes of different sizes, glue, paste, finger paint, clay, etc.
. scissors, rulers, scotch tape, felt pens, etc.
. scraps such as yarn, ribbon, buttons, glitter, straws, cloth, sawdust, beads, wood scraps, wrapping paper, wall paper, etc.
. gadget printing materials such as sponges, hair rollers, potato mashers, thread spools, etc.
. plenty of newspaper, magazines, construction paper, cardboard, tissue paper, newsprint, aluminum foil.
. styrofoam pieces of all sizes and shapes and other textured materials such as sandpaper, rubber, cotton, etc.
. sewing equipment (burlap, needles, yarn, buttons, embroidery hoops, etc.)

III. The Housekeeping Center

(a) offers opportunity for role-play and creative dramatics.
(b) offers opportunity for development of and use of reading, writing and number skills.
(c) helps the child develop acceptable social skills (sharing, taking turns, etc.)
(d) encourages development of oral language.

Materials Needed:

. child-size furniture (stove, sink, refrigerator, table, chairs, dolls (some that can talk) and dollbeds, large mirror.
. housekeeping equipment (pots, pans, silverware, egg beater, dishes, etc.)
. food models (plastic fruit or vegetables, empty soup or other food cans, cereal boxes, milk and egg cartons.
. dress-up clothes for girls and boys.
. cleaning equipment (broom, mop, dustpan, ironing board, etc.)

IV. The Math/Science Center

(a) Children will increase their vocabulary of mathematical and scientific words and clarify concepts.
(b) Children will use their counting, sorting and classifying skills.

(c) Children will get to know and understand size, shape and texture of objects.
(d) Children will explore, manipulate and experiment with measurement, temperature, time and weight.
(e) Children will learn about matter and energy, living things and their activities, our earth and man and his environment.
(f) Experiences will provide opportunities for the child to use all the senses (touch, taste, smell, hearing, sight).

Materials Needed:

. magnifying glass, color paddles, thermometer, magnets, prism, scales.
. terrarium, aquarium, seeds, bulbs, nuts, leaves, rocks, shells, batteries, etc.
. empty bottles, paper cups, cloth of many textures.
. growing plants and animals.
. materials for counting, sorting, weighing and measuring (beads, small blocks, beans, wood shapes, pegs and peg boards, empty egg carton, rulers, measuring cups, sand and water.
. form boards for shapes and number games.
. play money and cash registers.
. large dimensinnal numbers and letters of varied textures (sandpaper, cardboard, beans, grits, cloth)

V. The Reading/Writing Center

(a) gives opportunity for children to acquire pre-reading skills.
(b) encourages appreciation of books (if taught how to handle and use them).
(c) gives opportunity for children to talk, to look at books and to play quiet games.
(d) increases verbal skills through story-telling, use of flannel board figures and puppets.
(e) gives practice in writing skills.

Materials Needed:

. plenty of picture books, easy to read books and familiar storybooks.
. large picture-card stories.
. puppets and puppet stage.
. home-made movie stories.
. writing materials (pencils, crayons, paper of different types and sizes.)

VI. The Listening/Music Center

(a) makes children aware that listening is important for information and enjoyment.
(b) teaches children how to listen effectively.
(c) child is stimulated to create in rhythms and movement.
(d) increases oral skills.
(e) increases auditory skills.

Materials Needed:

- record player and records (variety).
- ear phones.
- musical instruments (home-made and commercial).
- filmstrips and projector (occasionally).
- music box.
- pictures of instruments and musical games.
- cassette recorder and tapes of children in your class.

VII. The Circle/Game Center

(a) A quiet place for talking and sharing as a total group.
(b) A place for small group lessons during work time.
(c) A place for making plans together.
(d) A place for using manipulative games for promoting
    -eye-hand coordination
    -left-to-right orientation
    -sequencing
    -recognition of shape, size, color, etc.

(e) To introduce unit concepts to total group.

Materials Needed:

- Quiet comfortable area with bulletin board or display area.
- Carpet if possible.
- Table toys (puzzles, lotto games, leggos, put-together toys).
- Shelves for display of table toys.
- Table nearby.

VIII. The Outdoor Center

(a) Offers opportunity for gross-motor development through running, climbing, crawling, skipping, jumping, playing with balls, etc.
(b) Develops writing skills through sand play, painting, drawing, coloring, etc.
(c) Develops weighing and measuring skills through water and sand play, woodworking, etc.
(d) Offers opportunity for children to watch plants and animals grow and reproduce.
(e) Promotes development of social skills.

Materials Needed:

- Area for woodworking
    -tools, work bench, nails, wood, etc.
- Area for pets and plants
    -cages or house
    -dug up area for planting

- Area for wheel toys
  - wagons, tricycles, stop signs, dress-up hats, wheelbarrow, old tires, etc.
- Area for large equipment
  - swings, jungle gym, slide board, see-saw, walking board, etc.
- Area for sand, water and painting
  - water and sand containers (can be home-made), old enamel tub, plastic dishpans or child's inflatable swimming pool.
  - easels, paints, brushes, paper.
  - table for fingerpaint or other art media being used at that time.

Many and varied materials are needed in each center. Teachers should
(1) make sure that there are plenty of materials of many textures;
(2) change the materials periodically and also change the room arrangement;
(3) remember that you do not have to have all centers set up at once. You may want to start out with a few and add others, take down a center to set up a different one or stop one that is not working;
(4) limit number of children who can use center at a given time;
(5) remember that messy centers should be placed near water supply or outside;
(6) try to place the block center in an area with wall space for safe storage of large blocks;
(7) remember that the reading/writing center should be placed in a well-lighted area;
(8) know that large and very popular centers should be placed together (can get too crowded);
(9) remember that noisy centers should not be placed next to quiet centers;
(10) get familiar with tri-wall cardboard and the many ways it can be used in your classroom;
(11) remember that many materials you need at school are within your reach at home, the grocery store, in dumpsters, waste baskets, outdoors and many other places, and they are free with a little effort on your part;
(12) remember too that there are some parents and volunteers who would love to be asked to make something for your class (beanbags, doll clothes, sand boxes, games, etc.)

Learning centers aid tremendously in providing opportunities for learning many skills. However, time and time again studies have shown that systematic programming of necessary learning sequences, involving direct teaching, is essential.

BIBLIOGRAPHY:

Hammond, Dales, Shipper and Witherspoon. Good Schools for Young Children. The McMillan Co., N. Y., 1963.

Sargent, Betsye, The Integrated Day. National Association of Independent Schools, 1970.

Schattner, Regina, Early Childhood Curriculum for Multiply Handicapped Children. The John Day Co., N. Y., 1971.

Space for Learning. DHEW Publication No. (OCD) 72-51. U. S. Department of Health, Education and Welfare, Bureau of Head Start and Child Service Programs, 1972.

Wettlaufer, Deeth, Devry and Smart, Children's World. Holt's Early Childhood Program, Holt, Rinehart and Winston, Inc., N. Y., 1968.

Prepared by: Annie Pegram

SCHEDULING

Important components of a schedule:

(1) PROVISION SHOULD BE MADE FOR AS MUCH INDIVIDUAL INSTRUCTION OR TUTORING AS POSSIBLE.

This can best be done by planning small group lessons (6-10 children). When teaching children in small groups your chances of gaining their attention and keeping their interest are far greater because

a. you can keep eye contact.
b. you can have each child answer questions several times.
c. you have time to listen to individual children's answers without others becoming restless.
d. you can involve all children actively in lessons.

(2) PROVISION SHOULD BE MADE FOR AS MUCH FOLLOW-UP TEACHING AND PRACTICE UNDER SUPERVISION AS NECESSARY.
This can best be done in small groups also because

a. you can praise individual children for correct responses.
b. you can correct mistakes at the instant they occur. (Teacher can use correct word or sentences, show again correct behavior by demonstrating and then having child do it or 'say it' again.)
c. you can check if individual child needs to be taught an 'earlier' skill first before attempting new task. (e.g.: can draw a circle before writing a.)

(3) LANGUAGE (OR LABELING OF CONCEPTS) IS THE MOST IMPORTANT AREA OF DEVELOPMENT FOR PRE-SCHOOL CHILDREN AND FOR LATER SCHOOL SUCCESS.

It is true that we develop or grow up by passing through specific stages. If basic concepts and ideas are not learned at the critical age or stage when most people learn them, then progress is slowed dramatically thereafter. Here in this area we found 75% of the children were one to two years behind in language development. These children need systematic lessons often.

Each adult in his classroom must be a teacher - with appropriate objectives, strategies, and materials which insure success. The typical low-budgeted programs for the handicapped prohibit the optimum number of personnel which enable one-to-one teacher-pupil ratios. Therefore it is essential that assistant teachers and/or volunteers be trained to assume teaching responsibilities which encourage small group experiences.

The schedule below has been used effectively to : create sub-groups; share planning responsibilities; and foster individualization.

Teacher-Mary	Assistant Teacher-Jane	Volunteer
Curriculum Unit Lesson	Music	Gross Motor
Group A	Group B	Group C
Group C	Group A	Group B
Group B	Group C	Group A
Snack	Fine Motor	Art
Group A	Group B	Group C
Group C	Group A	Group B
Group B	Group C	Group A
Storytelling	Self-Help	Outside
Group B	Group C	Group A
Group A	Group B	Group C
Group C	Group A	Group B
	LUNCH	

Plan for Two Teachers:

Teacher - Mary	Assistant Teacher - Jane
Curriculum Unit Lesson	Gross Motor
Group A	Group B
Group B	Group A
Fine Motor	Music
Group A	Group B
Group B	Group A
Self-Help Skills	Snack
Group A	Group B
Group B	Group A
Language Development	Outside
Group A	Group B
Group B	Group A
Storytelling	Art
Group A	Group B
Group B	Group A

(1) Plan each day in detail.

(2) Decide who will teach what.

(3) Plan a suitable follow-up activity (for child to practice what has been taught; for teacher evaluation and reteaching or repetition.)

(4) Make sure you have at least two language small group sessions.

(TO CUT DOWN WORKLOAD - REPEAT SMALL GROUP LESSON TO OTHER GROUP OR GROUPS.)

(5) Try to ensure that activities planned give children the chance to do much of the work.

(6) Have you alternated listening with doing type lessons?

(7) Use snack time/wash time for self help skill development.

(8) Have you taught any new songs this week?

Have you taught any new games this week?

RESOURCES: Each other

LAP

DISTAR - LANGUAGE: DISTAR ARITHMETIC

PEABODY LANGUAGE DEVELOPMENT KIT.

PRE-WRITING - WRITING BOOK - (Gross Motor; Fine Motor and Pre-Reading Skills.)

Prepared by: Margaret O'Connor

ERROR FREE LEARNING

Learning with Success + Learning with Positive Approach = "Error-Free Learning"

"Error-Free Learning" is a unique method for learning and teaching. It is appropriate for all children, but most appropriate for children who are behind in acquiring appropriate age-level skills.

Acquisition of skills for teaching in the "Error-Free Learning" method requires planning and practice and evaluation. However, anyone can learn how!

Basic Principles

1. Isolate the concept.
2. Concrete → Abstract
3. Positive Reinforcement
4. Repetition
5. Short learning sessions
6. Get attention before present task

*7. Teacher's responsibility to have child succeed.

Four Specific Techniques:
MODELING
PROMPTING
CUEING
POSITIVE REINFORCEMENT

Unit-Fruits

1. Model-
Teacher demonstrates what she wants child to do.

Task → Given 5 plastic fruits and vegetables, to find the red fruit.

Example of Modeling: This is the red fruit (apple).
Teacher is a model and demonstrates exactly what she wants the child to do.

2. Prompt-
Giving physical help to child so that he does not make a mistake in learning.

Task → Given 5 plastic fruits and vegetables, to find the red fruit.

Example of Prompting: Child reaches for beet, but teacher takes hand and puts it on apple.

3. Cue-
Hint or clue to help child get answer right

These are cues:
- Size
- Shape
- Number
- Position
- Proximity
- Color
- Pointing with Finger
- Non-Interesting Object

Task → Given 5 plastic fruits and vegetables, to find the red fruit.

Examples of Cueing:

Number - Teacher may decrease number of fruits and vegetables shown to child.

Number & Color - Teacher may have only one red object (apple) among all objects shown to child.

Position - Teacher may put apple in front of all other objects. (She separates apple from the group of other fruits and vegetables.)

4. Positive Reinforcement-
The reward which is given after a child does a task or an action. The result of positive reinforcement is that the task or action will more likely to happen again.

Two types of reinforcement that all teachers can use:

Verbal
"Wow-Great Work!"
"That's the Way."
"Good Working."
"Just Right!"
"I like the way you did that."
"What a Smart Girl!"
"You're really getting Big Now."
"I like the way you're sitting."
(naming the appropriate behavior)
"Good Writing."

Non-Verbal
Smile
Hug
Handshake
Clapping
Nodding of Head
Pat on back, shoulder, hand
Wink

MICROTEACHING EVALUATION FORM
(GROUP LESSON)

Teacher_________________________ _______Microteaching Session #______________

Date _______________________________ Evaluator______________________

Directions: The following items are intended as a guide to observation and critique of the microteach sessions. They should serve to focus your attention to dimensions of major importance. Since the items are not inclusive, please feel free to add comments, reactions, or observations on the form where space permits.

. . . .

BEHAVIORAL OBJECTIVES

Could you determine the lesson objectives?
_______yes ______no

Was the objective(s) appropriate?
________yes _____ no

Was the objective (s) achieved?
_______yes _____no

USE OF REINFORCEMENT

Did teacher consistently reinforce each child for correct response?
______yes ________no

Did teacher respond to children's incorrect responses?
____yes _____no
________by expressing verbal disapproval
________by ignoring response

Did teacher encourage and reward social reinforcement from the group?
_______yes _______no
______by calling attention of group to each child's responses
______by rewarding social reinforcement from the group

Did the teacher use non-verbal reinforcement?
_____yes _____no

Did the teacher use verbal reinforcement?
_______yes _____no

USE OF REINFORCEMENT (CONTINUED)

Did the teacher enthusiastically deliver the reward?
_______yes _______no

SHAPING AND MAINTAINING ATTENDING BEHAVIORS

Did the teacher maintain the interest and attention of group throughout the lesson?

______yes _____no
______by requiring and reinforcing attending behaviors
______by ignoring inappropriate attention-getting behaviors when possible
______by varying order in which children were called upon
_______by presenting materials quickly

STRUCTURING THE LESSON

COMMENTS

Did teacher set appropriate objectives for each child?
______yes ______no

Did teacher adequately communicate her behavioral objectives to each child?
______yes ______no
______by modeling desired behavior
______by verbalizing directions clearly and simply
______by eliminating excess verbiage

Did teacher require response which each child was able to perform correctly?
________yes ______no
________by providing cues when necessary
________by eliminating the opportunity to make an incorrect response
________by isolating and sequencing tasks so that difficulty of lessons corresponded to child's ability

MATERIALS

Were materials appropriate to the task?
______yes ______no

Did teacher handle materials effectively?
_______yes _____no
_______by eliminating distracting materials
_______by maintaining control of the materials

CHILD ________________________________ date ______________________

OBSERVABLE BEHAVIORS

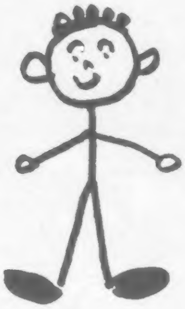
Behaviors to increase	Behaviors to decrease
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10

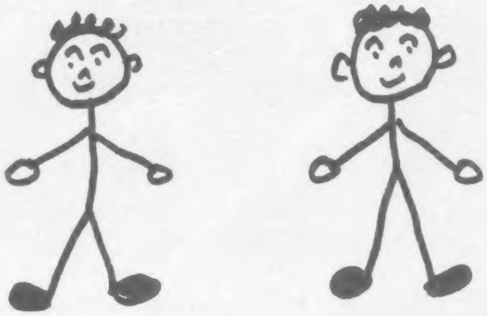
COGNITIVE (continued)	Dev. Age												
5. Enjoys simple stories read from picture book	30-35												
6. Recognizes himself in photograph	30-35												
7. Repeats 2 digits	30-35												
8. Listens to musical instruments including record player	30-35												
9. Participates in storytelling (with words and phrases)	30-35												
10. Labels mud and clay products	30-35												
11. Names 6 of 6 common objects: flag, chair, car, box, key, fork	30-35												
12. Can point to teeth and chin on request	34												
13. Knows sex	36												
14. Matches 2 primary colors	36-48												
15. Can point to tongue, neck, arm, knee, thumb	43-48												
16. Tells action in pictures	36-48												
17. Can name 10 pictures of 18 common objects	36-48												
18. Can count 2 blocks	36-48												
19. Puts together 7-piece puzzle	36-48												
20. Shows appreciation of past and present	40												
21. Comprehends 3 prepositions (on top of, under, inside)	42												

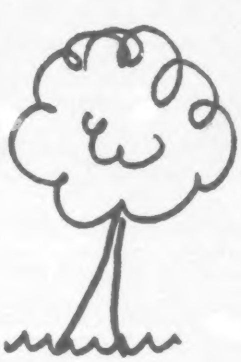
SMITHFIELD-LAP Revision
(Sample Page)

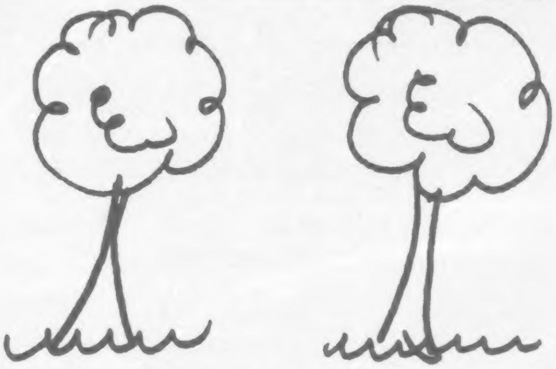
Sample page - Smithfield LAP Revision- Worksheet
LANGUAGE

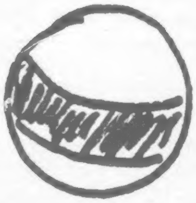
11. Uses plurals
Say, "This is a boy." These are _______________.

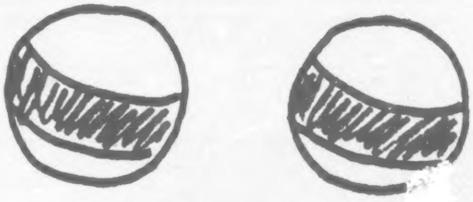


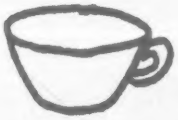


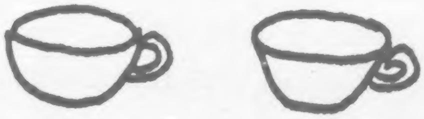












Sample Card from

SKILL DEVELOPMENT CARDS

GROSS MOTOR

6. Squat in play (36-48 months)

   a. Squat on feet with hands on floor to balance.

   b. Squat holding on to table.

   c. Squat holding on to person's hand.

   d. Squat holding on to a rope stretched between two immovable objects.

   Each step should be programmed to include:

   (1) 2 hands holding on to floor, table, hand, rope.

   (2) 1 hand holding on to floor, table, hand, rope.

   e. Games:

   (1) walk like a duck
   (2) walk like a chicken
   (3) jump like a frog

(Sample Lesson Plan from
Correlated Activities).

UNIT
TRANSPORTATION

MONDAY

A. Group Concept Lesson

Concrete 1. Have a model of each of the following: car, truck, bus, train, airplane, helicopter, ambulance, tractor, motorcycle. Ask the entire class to name each object as you hold it up. Then ask individual children to name objects.

Picture 2. Have pictures of car, truck, bus, train, airplane, helicopter, motorcycle, tractor, and ambulance. Ask the children to take turns matching the objects to the pictures. Then have children name the pictures.

Function 3. Teacher says, "I'm going for a ride. I'm going in a car." Ask each child to repeat the same sentence and to think of a different way he might travel.

Association 4. Teacher asks the children to find the picture that goes with each of the following:

a. Mother is going to the store in our _____.
b. The farmer is plowing his field with his _____.
c. The pilot is taking many people for a long trip in the ____.
d. The man is driving something that has only 2 wheels. It's a ______.
e. This travels on a track and has many cars. It's a ____.
f. This travels up in the aid and has a large spinning propeller on top. It's a _______.
g. If you are hurt, you will be taken to the hospital in a _______.
h. If you are moving to a new house your furniture will be moved in a ________.
i. You come to school in a school ______.

B. Art

1. Have the children draw a picture of their favorite way to travel. Ask the children to tell the other children what they have drawn.

C. Music

1. To the tune of "Here We Go Round the Mulberry Bush".
"This is the way we drive our car,
drive our car, drive our car.
This is the way we drive our car,
happily down the road.

Have the children each make up a verse to the song.

D. Language - small group

1. Give each child a toy vehicle and ask them to name it. Also have them tell who might be driving the vehicle and where they could be going.

MONDAY (Cont.)

2. Play the game about taking a trip. Say "I'm going in a truck to Grandmother's house. I'm taking a book." Next person says, "I'm going in a truck to Grandmother's house. I'm taking a book and a coat." Each person repeats what the previous person says and adds one more item.

E. Games

1. See D. Language # 2.
2. Use bicycles on the playground, pretend the bicycles are tractors, a motorcycle, etc. and have a relay race. Do the same with wagons.

F. Storytelling

1. Have various vehicles made of felt. Have the children choose a vehicle to put on the flannel board. Ask the children to tell about the vehicle they choose and about a trip they might take.

G. Fine Motor

1. Make a large newsprint 'map' with a straight road about 18" long and 3" wide. Put a picture of a house (or green spot) at one end and a picture of a school (or a red spot) at the other. Have the children drive the toy car from the house to the school without going off the road. Always start at the left side of the paper with a horizontal road. Teach the commands "Go" and "Stop" and "Top" and "Bottom".

   Use another large 'map' and have the car go on a curved road to the school. This lesson introduces the curved line. As child's skill increases, decreases the width of the paths.

2. Make a worksheet for the number 1. Put a cross on the pictures of one thing.

JOHNSTON COUNTY COMMUNITY ACTION, P.O. DRAWER 1435, Smithfield, North Carolina 27577
November 1, 1973

TRAINING PROGRAM - TEACHING ASSISTANT FOR DEVELOPMENTALLY HANDICAPPED CHILDREN

This employee will assist with the educational program for the developmentally handicapped preschool child currently being carried out within the Johnston County Head Start program by the Chapel Hill Outreach Project. This is a new position and will enable more children to be accommodated in the present program.

The objective of the Chapel Hill demonstration project is to provide a model for the creation of an overall learning experience in which maxumum success potential for individual children is realized through the teacher's planning of appropriate sequential tasks. Within this context, the assistant will receive from Chapel Hill Outreach workers and Head Start staff specific training on the job, in workshops and in seminars, in the following areas:

		Days
1.	Evaluation of the child's existing skills through the use of observation and diagnostic testing, including the Peabody, Frostig, Caldwell and LAP program;	30
2.	Development of a prescriptive educational program with specific curriculum objectives for meeting a child's individual needs;	30
3.	Selection and development of appropriate teaching aids and materials to meet the prescribed educational and behavioral objectives;	31
4.	Development of evaluation skills to assess the child's progress; and	31
5.	The training and involvement of parents in the child's educational program through reports, counselling and home visits.	35

In addition, this assistant will receive training from Head Start staff and training officers in:

1.	Early childhood development	24
2.	Head Start goals and objectives concerning social, intellectual, physical and emotional development;	24
3.	Day care licensing requirements;	11
4.	Health and nutritional requirements of preschool children;	11
5.	Family counselling;	11
6.	Local social services available to Head Start children and families;	11
7.	Record keeping; and	8
8.	Use of appropriate audio-visual equipment.	7

The trainee must show evidence of ability to relate well to preschool children and sensitivity to their individual needs. She should also show evidence of enough security and judgment to handle crisis situations and be able to work with all races without discrimination. A high school diploma is not required; the trainee will be encouraged and helped to obtain a GED certificate and to take advantage of adult education courses at Johnston Technical Institute.

The trainee will need a driver's license. If she does not have one, driver education training will be profided.

Chapel Hill Training - Outreach Project
and
Johnston County, N. C. Community Action, Inc.

WORKSHOP

on

SPECIAL SERVICES TO HEAD START CHILDREN

Smithfield Head Start Center
May 16 - 17, 1974

* *

AGENDA

Thursday, May 16 8:30-9:00 Registration and coffee

9:00-9:10 Welcome Paul Keller, Director.
Johnston County Community Action, Inc.

9:10-9:30 Collaboration between Outreach Project, Chapel Hill and Johnston County Head Start Program
Barbara Semrau, Outreach Project

9:30-10:30 Overview of Program
Slide presentation - "Resource Services in Head Start"
Magertha Sanders, Head Start
Shirley Morgan, Head Start

10:30-10:45 Coffee Break

10:45-11:15 Video-Tape presentation on the Home Program
Home Program Staff

11:15-12:00 Introduce Learning Accomplishment Profile

12:00-1:30 Lunch

1:30-2:00 Slide presentation - LAP
Shirley Morgan, Head Start

2:00-3:00 Smithfield LAP - Revised for Head Start Classroom
Sally Towlen, Head Start
Louise Bell, Head Start
Olean Simpson, Head Start
Janie Purvis, Head Start

Friday, May 17

9:00-9:30 Group Discussion
Magertha Sanders, Head Start

9:30-10:30 Teaching in Head Start Based on LAP
Long Range Objectives - Magertha Sanders
Behavioral Objectives
David Wilson, Outreach Project
Lessons Plans
Error-Free Learning
Role Play - Teaching from Objectives
Shirley Morgan, Head Start

10:30-10:45 Coffee Break

10:45-11:45 Special Materials for Special Children
Magertha Sanders, Head Start
Shirley Morgan, Head Start

11:45-12:00 Slide presentation - "A Language Stimulation Program for Young Children"
Mary Malcolm, Head Start

12:00-1:30 Lunch

1:30-2:00 Movie - "Building Social Skills"

2:00-2:15 Slide Presentation - Specific Behavior Program as used with Head Start Children
Barbara Semrau - Outreach Project

2:15-3:00 Curriculum Units
Room Organization
Juanita Beasley, Head Start

Program Coordinators:

Shirley Morgan, Head Start
Magertha Sanders, Head Start
Barbara Semrau, Outreach Project
David Wilson - Outreach Project

PARTICIPANTS AT SMITHFIELD WORKSHOP

May 16-17, 1974

Agencies Represented

Memorial United Head Start Center
High Point, North Carolina

Wake-Raleigh Head Start Center
Raleigh, North Carolina

Day Care Center for the Retarded
Fayetteville, North Carolina

Franklin, Vance and Warren Head Start Program
Henderson, North Carolina

Cumberland Head Start Center
Fayetteville, North Carolina

Farmville Center for the Retarded
Farmville, North Carolina

St. Paul Head Start Center
Greensboro, North Carolina

Edgecomb Nash Mental Health Center
Rocky Mount, North Carolina

Guilford County Head Start
Greensboro, North Carolina

Johnston County Day Care Center for Retarded Children
Smithfield, North Carolina

Tots Incorporated
Snow Hill, North Carolina

Migrant and Seasonal Farmworkers Association
Raleigh, North Carolina

CCAP Inc.
Fayetteville, North Carolina

Family Services, Inc.
Winston-Salem, North Carolina

Johnston County Health Department
Smithfield, North Carolina

Johnston County Mental Health Center
Smithfield, North Carolina

Child, Inc. Day Care Center
Smithfield, North Carolina

Greene Lamp, Inc.
Snow Hill, North Carolina

SECTION III

RESOURCE SERVICES

III. RESOURCE SERVICES

The design of the intervention program emphasized the mainstreaming of young handicapped children in the regular Head Start setting. To implement this intervention program, a resource classroom was established in the Smithfield Center of the Johnston County Head Start Program. This room was not an isolated component, but an integral part of the Head Start center.

By the establishment of the resource room in the center, the regular classroom teachers were able to observe the operation of the room, meet with the resource teachers, and receive guidance in working with handicapped children. The children, too, benefited from the location of the resource room in the center itself. They were able to move easily from the regular classroom to the resource room, and back again.

The goal of the Johnston County Resource Program was to provide a model for enhancing the development of young handicapped children in a Head Start setting.

A. PROGRAM OBJECTIVES

An abstract of the proposal states the following objectives for the resource services:

- to assess specific developmental skills of children referred to the intervention program
- to establish a resource center for the development, implementation, and demonstration of prescriptive developmental programs for handicapped children
- to develop a program of intake services and individual prescriptive educational programs
- to extend individual prescriptive programs to the regular Head Start classroom
- to involve parents of handicapped children in the prescriptive developmental programs

- to increase the rate of development of handicapped children in cognitive, fine motor, and language skills
- to have optimum maintenance of handicapped children in the regular Head Start classroom

B. STAFF

1. Selection

The resource classroom was staffed by a teacher and an assistanct teacher selected by the Johnston County Head Start director from his regular staff. Both had displayed competence in the classroom and were considered to be well-qualified, both by experience and training, for assignement to the resource classroom. The teacher had seven years of experience in Head Start, and was considered to be especially skilled in the maintenance of a [illegible]rganized classroom. The assistant teacher had four years of experience with preschool children, and three years of college education. This professional training made her a likely candidate for the job of assistant teacher in the resource room. These two teachers were known to be compatible and possessed skills which complemented each other.

2. Training

The resource room teachers participated in all of the pre-service and in-service training sessions described earlier in this monograph.

During the first month of school, the resource room teachers received special training from the Outreach staff. No children were admitted to the resource program during the month of September. This allowed the teachers to spend eight hours a day in training and preparation for the job ahead. This month of training was spent in providing the teachers with the skills needed to meet the needs of developmentally handicapped children and in helping them to prepare and use materials especially suited to this type of child.

The resource room teachers spent at least two days each week with a member of the Outreach staff, receiving training in many of the same components included in the preservice training. These components were dealt with in greater depth and the teachers were expected to study and practice until they were able to demonstrate mastery of the skills required for the task ahead.

The end of September the teachers had developed executive competence in all of the following areas:

- identifying children in need of skill development
- the use of the Learning Accomplishment Profile
- the use of positive reinforcement
- the writing of instructional objectives
- the use of error-free learning techniques
- effective story-telling
- the preparation of fine motor activities for the developmentally handicapped
- the use of the Peabody Language Development kit
- the use of SRA Learning to Think
- the use of TRY materials

This month was also spent in the planning of the daily schedule, the preparation of materials, the arrangement of the room for the use of small-group lessons, and the building of equipment, such as room dividers and book shelves.

3. Roles

Although one teacher was designated as "teacher" and the other as "assistant teacher", there was no distinction made in their teaching roles. The responsibilities of the classroom were equally divided and decisions were made together.

Both teachers assumed the responsibility of serving as consultants to the regular teacher in the center, and both served as liasons between the Outreach

Project and the Johnston County Head Start program.

In the classroom, the teachers accepted equal responsibility for the educational program. They alternated teaching the large-group lessons and the small-group lessons were divided between them. One teacher consistently taught the cognitive small-group lessons, while the other taught the fine motor activities. The planning, lesson preparation, construction of materials, and evaluation and recording tasks were shared equally.

In January the WIN mothers were introduced into the program. Two of these women worked in alternating shifts in the resource room. Although they were trained in methodology and assessment techniques, their major responsibility consisted in carring out the plans that had been prepared by the original two teachers.

C. LEARNING ENVIRONMENT

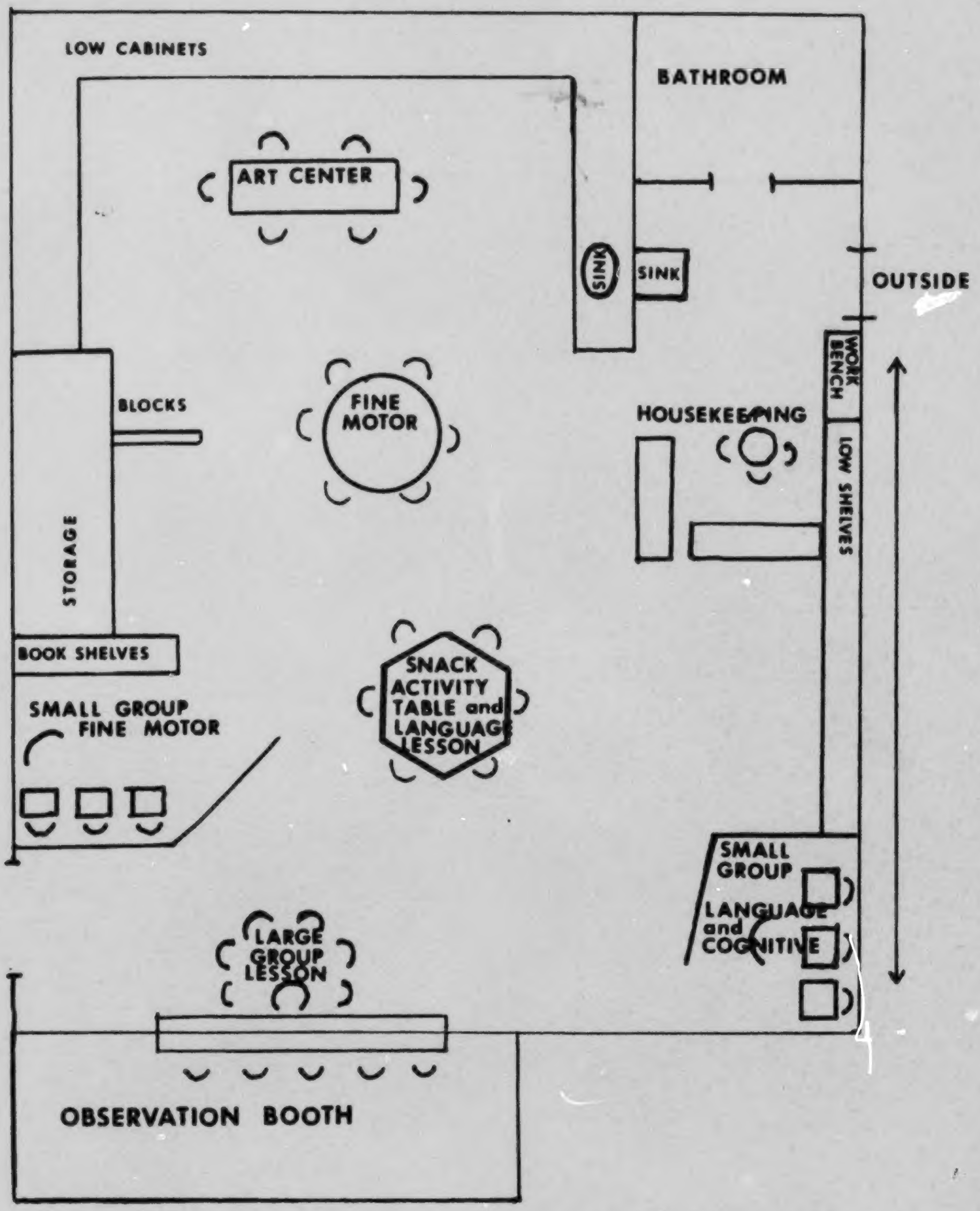
1. Room Organization

The room was very large, bright, and well-equipped as a preschool classroom. There was a child-sized bathroom located in the classroom, as well as a low work-sink. Tri-wall cardboard was used as dividers in order to provide quiet work areas and to eliminate the possibility of distractions.

Even though there were divisions within the classroom, the size of the room itself gave a feeling of openness and spaciousness.

An observation window was installed in the classroom and an observation booth was constructed in an adjoining room. (See APPENDIX for technical data on the construction of this booth.)

RESOURCE CLASSROOM



2. Scheduling

The resource room was structured so that the teachers worked with a maximum eight children at one time. These children were assigned to the resource room for an idefinite length of time, usually varying from one month to five months, depending on the needs of the individual and the rate of progress made during the child's stay.

Once the child was released from the resource program, the resource teacher worked with his regular teacher in planning an individualized prescriptive program for him.

The child who had been referred to for resource services spent one and a half hours each day in the resource room. The reaminder of the day was spent in the regular classroom

The daily schedule for the resource room was as follows:

DAILY SCHEDULE

8:30-8:50 Greeting and Large-Group Concept Lesson

This lesson emphasized expressive language, allowing each child to participate in a group discussion. It was the function of the large-group concept lesson to set the theme for the entire day. The format of this lesson was kept constant throughout the year, enabling the children to predict the direction the discussion would take, and allowing them to cope with the situation successfully. The materials and lessons used in this large-group activity followed the Curriculum Section of the LAP.

8:50-9:10 Small-Group Lesson (4 children or fewer in each group)

a) Cognitive group -- planned and taught by Teacher A.

b) Fine motor group -- planned and taught by Teacher B.

The children were grouped according to their long-range objectives. Lessons were planned to meet these objectives.

Most of the small-group activities were based on the Task Section of the LAP.

Teacher-made materials, TRY materials, and SRA materials were used during this time.

9:10-9:30 Work Period

At this time the children were able to choose their own activities, although the teachers continued to work closely with guiding, directing, and assisting them in the activities selected. Gross motor, social skills, and self-help skills were generally assessed and taught at this time.

9:30-9:45 Small-Group Lesson

a) Cognitive group -- planned and taught by Teacher A

b) Fine motor group -- planned and taught by Teacher B

This small-group lesson was similar to the first, except that the children alternated groups, those who had the cognitive lesson earlier going to the fine motor group, and vice versa.

9:45-10:00 Language

The Peabody Language Development kit was used at this time and the teachers followed the lessons outlined in that kit.

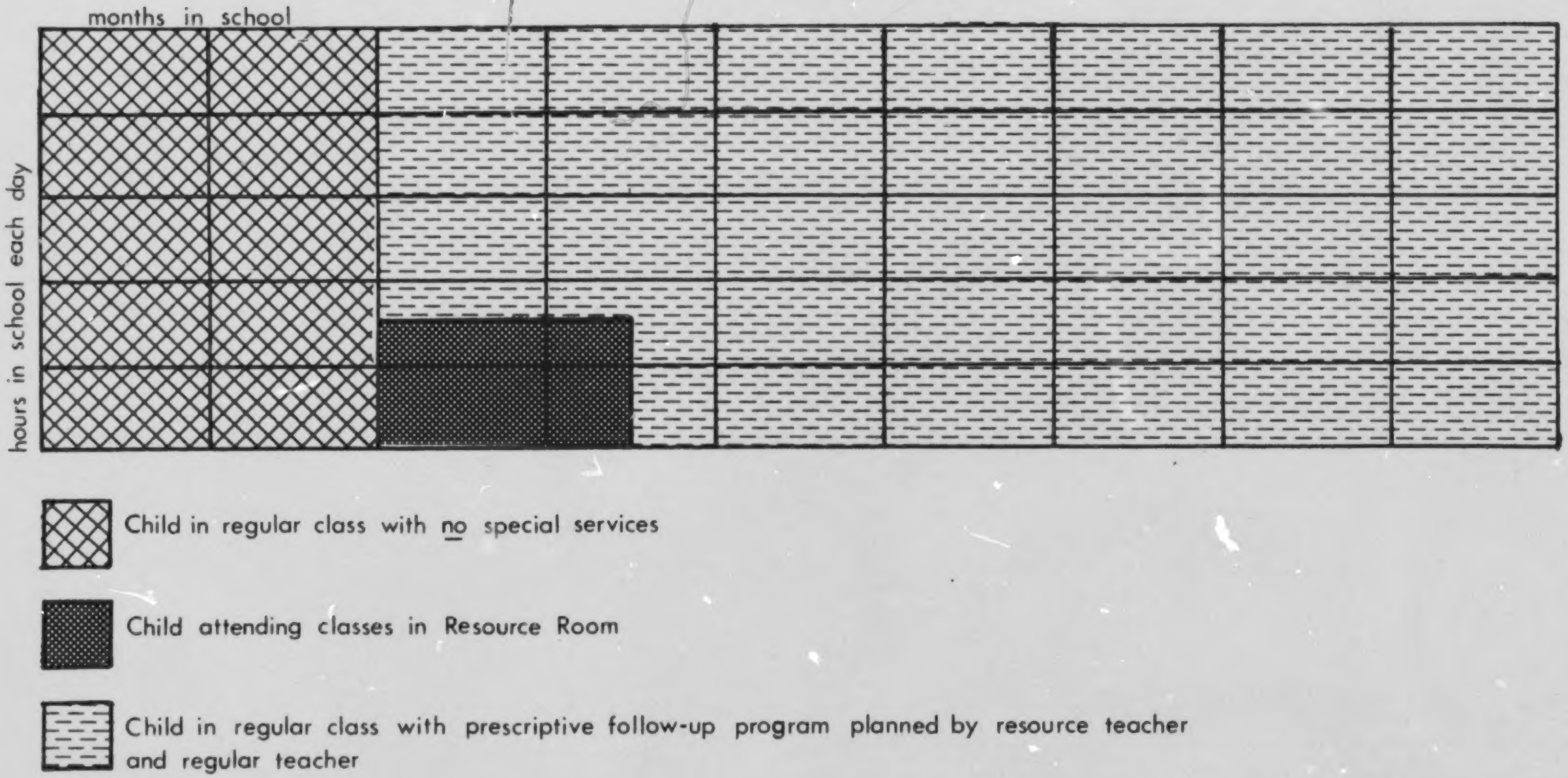
This schedule was duplicated from 10:30-12:00 with the second group of children. (The second group was not added until the program had been in effect for a month and a half.)

The afternoons were spent in lesson preparation, evaluation of student progress, construction of materials, development of long- and short-range objectives for each child, and consultation with classroom teachers.

From October until March the Outreach staff members met weekly with the resource teachers for the purpose of reviewing the prepared lessons and of offering constructive criticisms of them. These lesson plans were written three weeks before they were to be implemented, thereby giving the Outreach staff time to read them and suggest possible changes. The LAP's long-range objectives, and prescriptive programs prepared by the teachers were also reviewed during this time and assistance was provided in writing others.

The Outreach staff also consulted with the resource teachers in the afternoons to discuss the morning lessons, which had been supervised by means of the observation booth.

School Year of Child Receiving Resource Services



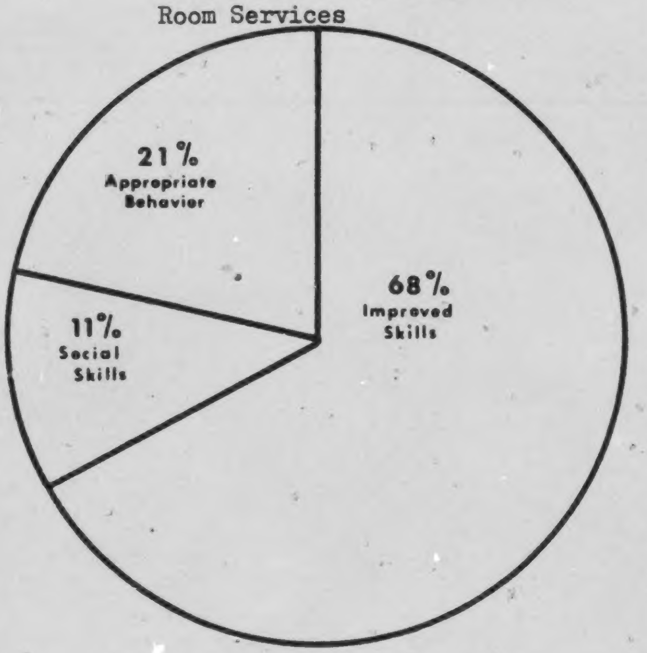
D. CHILDREN SERVED

The initial identification of children to be served was discussed fully in Section II of this monograph.

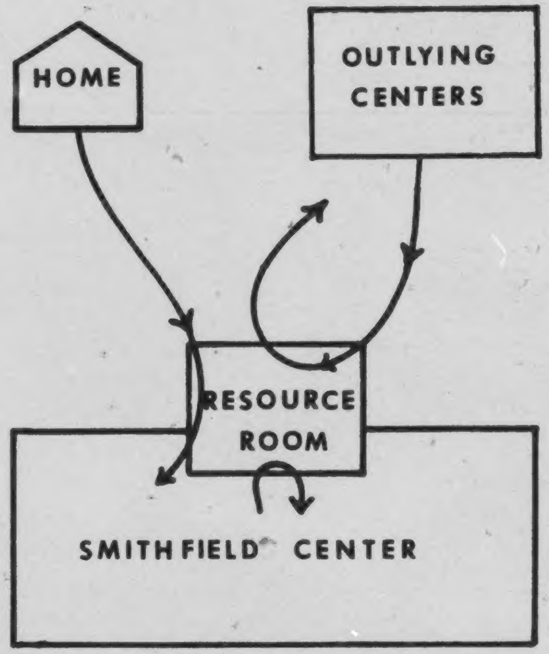
Once the children had been identified, the first group of resource children was assembled. This group consisted on one child from each of the five Smithfield Head Start Center classrooms. These children were identified by the regular classroom teachers as "first choice" selections, that is, those children most in need of the services of the resource room.

It was the plan that as a child returned to the regular classroom his place would be immediately filled by another, keeping the resource room population constant.

Teaching Priorities for Children Identified as Needing Resource Room Services



Referral Sources



Initially the teachers referred children who were deficient in skills. As the resource room teachers became more experienced, however, the teachers were allowed to refer children whose behavior in the regular classroom was a problem to the teacher.

A small percentage of the children served in the resource room were so far behind in one or more areas of development that they were unable to attend the regular Head Start classes when they first entered the resource room. These children were served in the resource room and then gradually mainstreamed into the regular classrooms.

E. CLASSROOM ACTIVITIES AND RECORD-KEEPING

1. General Procedures

The most distinguishing feature of the resource room procedures was the extent to which lessons were individualized. Although most of the lessons were taught to groups of children, each was prepared with the objectives for each child in mind. Groups were never so large that the teacher was unable to tailor lessons for the individuals within them.

The curriculum of the resource room was based on the Unit Section of the LAP, and each lesson within the curriculum was taken from the Task Section (hierarchy of skill levels) of this booklet.

Since each activity was structured so that it was clearly appropriate for each child, the concepts of error-free learning and positive reinforcement were easily applied. The children received positive reinforcement for participating, talking, listening, working, playing cooperatively, and accomplishing difficult tasks.

The general atmosphere of the resource room was always one of constant activity and quiet orderlines.

2. Specific Procedures - A Case Study

The specific procedures of the resource room were varied, and were tailored to the individual needs of the children. In spite of this variance, however, certain procedures can be considered to be typical. Perhaps these procedures could best be illustrated by means of a case study.

The following case study illustrates the complete resource room program for Ronald Smith a child developmentally delayed in cognitive and language skills.

When a child is considered for resource services a folder is started for the purpose of record-keeping and constant evaluation. The contents of this folder represent every aspect of the resource services from initial consideration to a final year-end evaluation. The following illustrates the contents for a typical child.

Date: October 10, 1973

Class: 4 year olds

Teacher's Name: Mrs. Jones
School: Smithfield Head Start Center
Child's Name: Ronald Smith
Child's Birthdate: April 6, 1969
Parent or Guardian: Ester
Home Address: 402 Walnut Street
Smithfield, North Carolina
Telephone: None

SMITH, RONALD

CONTENTS OF CHILD'S FOLDER

1. LAP - Learning Accomplishment Profile.
2. Objectives for child.
3. Representative work with dates.
4. Informal evaluation upon entry in program.
5. Test data - Caldwell, PPVT, DDST, Frostig.
6. Follow-up sheets (done weekly).
7. Behavior programs - toilet training, etc.
8. Evaluations by others - doctor, psychologist, etc.
9. Parent conference information - dates; what objectives were discussed; other topics.
10. Home Visit Guide.
11. Parent assessment - what do parents feel child should have priority for learning. . . fine motor skills, language, etc.
12. Developmental profile.

a. Referral to Outreach Classroom

This form was completed by the regular Head Start teacher and forwarded to the resource room teachers for active consideration.

REFERRAL TO OUTREACH CLASSROOM

Teacher's Name: Mrs. Jones Date: Oct. 10, 1973

School: Smithfield Head Start Center Grade: 4 year olds

Child's Name: Ronald Age: 4

Child's Birthdate: April 6, 1969

Parent or Guardian: Esther

Home Address: 402 Walnut Street
Smithfield Telephone: —

TEACHER'S DESCRIPTION OF PROBLEM:

Ronald is very quiet and never initiates conversation with peers or adults in the classroom. If he answers a question he uses only one word.

Frostig – unable to test
PPVT – no basal
Cooperative Preschool Inventory – 8 %tile

BEHAVIOR CHECKLIST

	No	Some	Average	Well	Very Well
1. Able to sit in desk.			✓		
2. Able to participate in group lessons.	✓				
3. Able to listen to directions.		✓			
4. Able to complete assigned work.					
5. Able to initiate contact with peers and adults.	✓				
6. Able to do grade-level work.	✓				
7. Able to attend for more than ten minutes.		✓			
8. Able to interact appropriately with peers.		✓			
9. Able to adjust to "open classroom" situation (if this is applicable).					

Special Problems: (Please comment if necessary)

_____Physical

_____Eating Habits

_____Toileting Habits

_____Other

PRIORITY OF SERVICES

Rate in order of priority to you. 1 = your highest priority; 5 = your lowest priority.

2 Appropriate classroom behavior.

4 Attending skills (looking and listening habits).

5 Independence in work habits.

2 Appropriate peer interaction.

1 Improved skills in fine and gross motor, language, cognitive, social and self-help development.

Check any of the following which would be an area of difficulty for the child:

✓ 1. Rote counting.

✓ 2. Rational counting.

✓ 3. Shapes-name and drawing.

✓ 4. Colors - matching and name.

✓ 5. Numerals - naming and writing.

✓ 6. Letters - naming and writing.

✓ 7. Can write name.

____ 8. Intelligibility of speech.

(Also, indicate by circling the item, which is a strength for the child.)

Please add more specifics where you are!

Since Ronald is so very quiet, it is difficult to assess his abilities accurately.

b. Observation in the Regular Setting

As soon as the child had been referred to the resource room, the resource room teacher went to the regular classroom and observed the child's behavior. This observation form was filled out during that visit.

OBSERVATION IN REGULAR SETTING

Child's Name: Ronald Age: 4 Grade: 4 year olds

Teacher's Name: Mrs Jones School: Smithfield

Date of Referral: Oct. 10 Date Seen: Oct. 15

Time: 10:30 to 11:00 Total Minutes 30 min.

Observer: Shirley

Behavior	Comments
1. Sits in desk.	Seldom necessary - but generally sits still when expected to
2. Participates in group lessons	Seldom - and then only when asked specifically
3. Listens to directions	Seems to follow other children
4. Completes assigned work	not observed
5. Initiates contact with peers and adults	smiles easily at adults but it's difficult to get him to talk
6. Does grade level work	doesn't seem to participate in classroom work
7. Attends for more than 10 minutes.	not observed
8. Interacts with peers	seldom

Additional Comments:

Ronald seems appropriate for resource room services.

He seems to need a lot of work towards spontaneous language.

c. Informal Evaluation Checklist

Before the child was actually enrolled in the resource room, this checklist was completed by the resource room teacher. The information gleaned from this form assisted the teachers in determining some fundamental objectives for the child. From these objectives, beginning lessons were planned and the placement of the child within the group was arranged.

INFORMAL EVALUATION CHECKLIST

-Prepared by Toby Klein
Chapel Hill Training
Outreach Project

Child's Name Ronald Age 4 Grade 4 yr. olds

Teacher's Name Mrs. Jones School

Date of Referral Date Seen

A. LANGUAGE:

1. Tell me your name first ✓ last
2. Where do you live?
3. Are you a boy or a girl? ✓
4. How old are you? ✓
5. When is your birthday?
6. Labeling - Pictures

ball ✓
bike ✓
car ✓
clock
telephone
spoon ✓
man ✓
woman ✓
baby ✓
boy
girl

dog ✓
bird ✓
horse cow
cat ✓
rabbit
monkey
pig
bee
fish
bear
turtle

7. What do you do when you're:

cold go bed
tired sleep
hungry N.A.

8. Can you whisper? tried to whistle
Can you talk very loud? ✓

9. Prepositions:

car in box ✓
car under box beside
car in front ✓

car behind in
car beside in
car between in

B. COGNITIVE:

1. Rational Counting
Give me 2 blocks ✓
Give me 3 blocks
Give me 5 blocks
Give me 8 blocks
Give me 10 blocks

2. Rote Counting 1-2-3

3. Show me the __________chip:

red ✓
yellow________
blue________
green________
orange________

purple________
brown________
black________
white________

4. What color is this?

red ✓
yellow red
blue red
green red
orange________

purple________
brown________
black________
white________

5. Show me the:

circle ✓
square ▭
triangle □

rectangle □
diamond △
star ✓

6. What shape is this?

circle N.A.
square N.A.
triangle N.A.

rectangle N.A.
diamond________
star________

7. Concepts:

Which one is big? ✓
Which one has more?________
Which one is longer?________
Which one is little?________
Which one has less?________
Which one is shorter?________
Find 2 that are alike.________
Find 1 that is different________
Which one is first?________
Which one is last?________
Which one is on top?________
Which one is on bottom?________

C. GROSS MOTOR:

1. walk forward ✓
2. walk backward ✓
3. kick ball ✓ (Rt.) (note R or L foot)
4. throw ball ✓
5. catch ball________
6. jump________
7. hop________
8. stand on one foot________(note no. of seconds______)
9. walk backward heel-to-toe________
10. skip________

D. FINE MOTOR: Handedness: right

1. tower of cubes ✓ 5 (note no. of cubes ______)
2. bridge of cubes ✓ (in imitation)
3. diagonal bridge of cubes ____________
4. formboard 1 piece
5. 7 piece puzzle 3 pieces
6. copying: ____________

V ____________
H ____________
O ____________
+ ____________
□ ____________

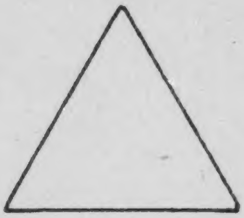
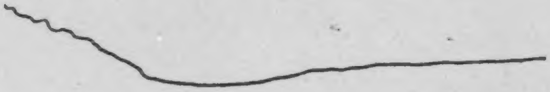
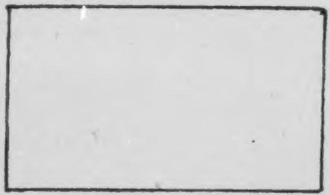
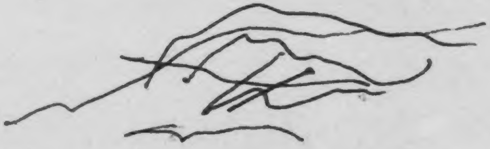
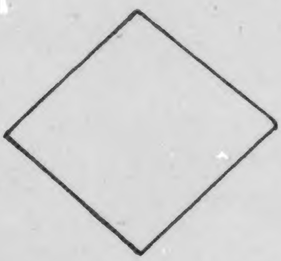
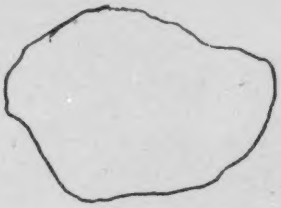
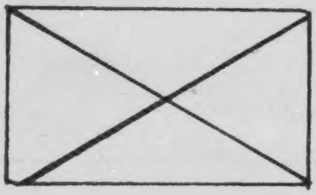
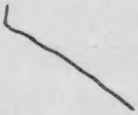
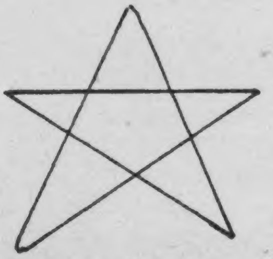
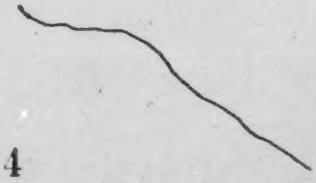
△ ____________
▭ ____________
◇ ____________
⊠ ____________
★ ____________

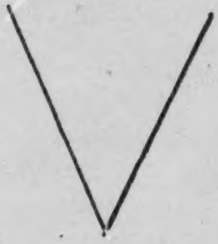
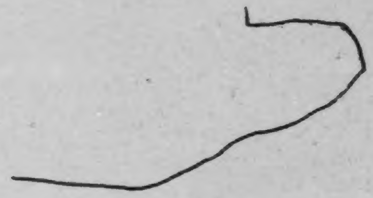
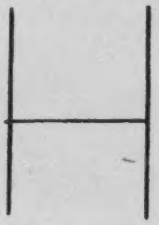
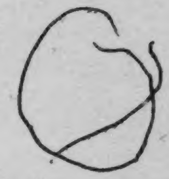
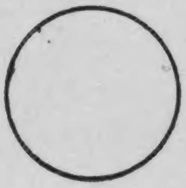
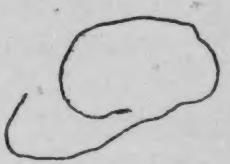
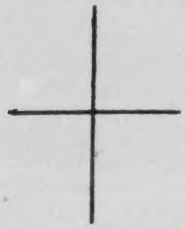
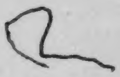
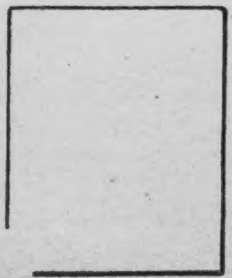
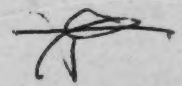
7. draw 3 bubbles
8. draw a person ✓
9. draw a house
10. write name

E. BODY PARTS:

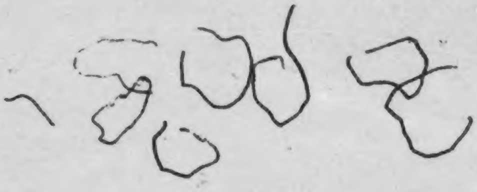
1. eyes ✓
2. nose ✓
3. mouth ✓
4. ears ✓
5. arms ✓
6. legs ✓
7. elbow ______
8. feet ✓
9. fingers ✓
10. head ✓
11. toes ______
12. knee ______
13. hands ✓
14. hair ✓
15. eyebrows __

COPY

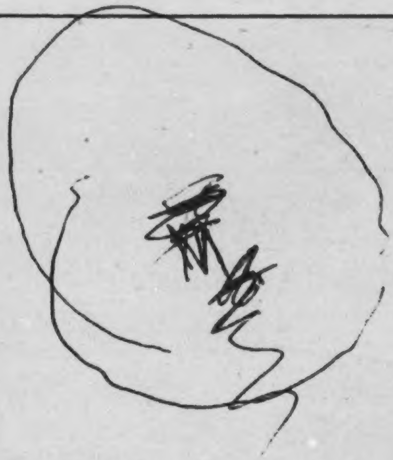
	
	
	
	
	

COPY	
	
	
	
	
 102.	125 

DRAW 3 BUBBLES

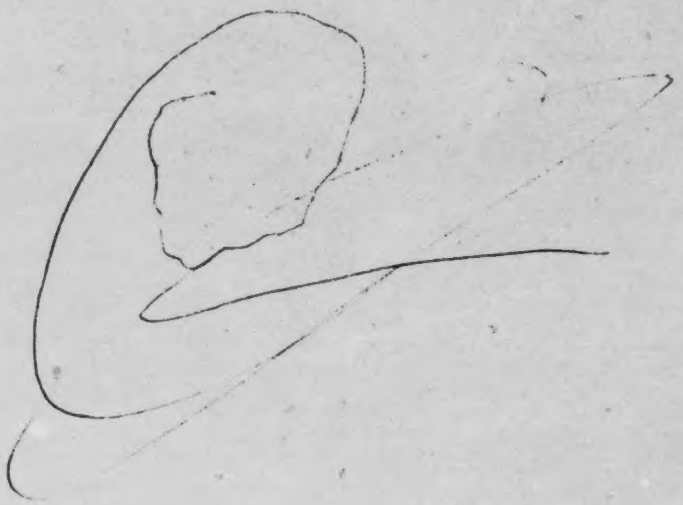


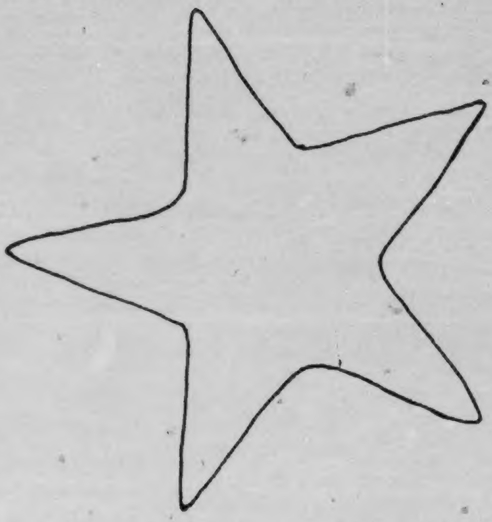
DRAW A PERSON

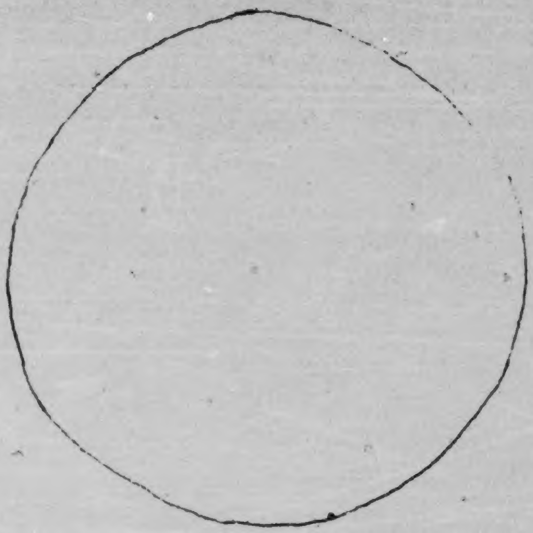


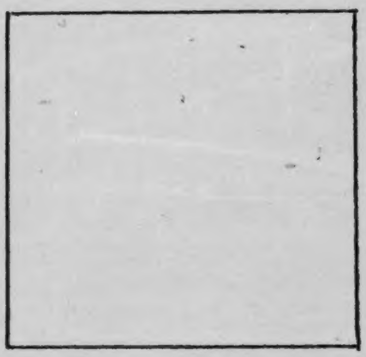
WRITE A NAME

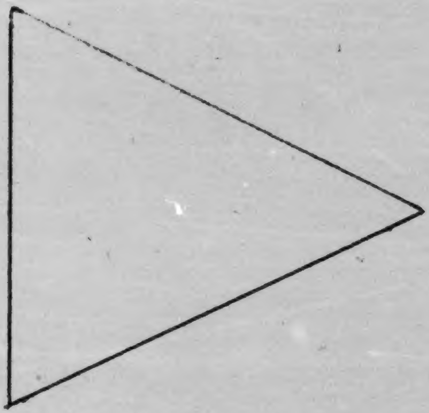
DRAW A HOUSE

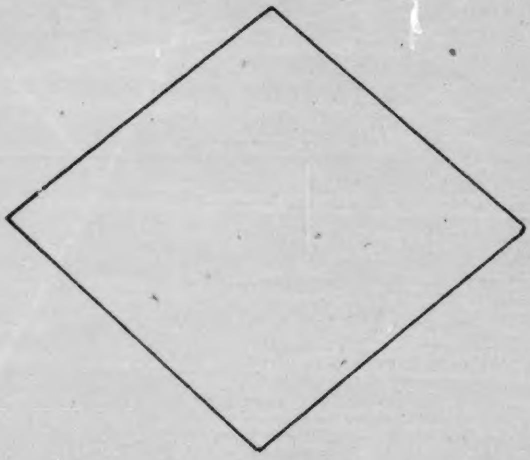


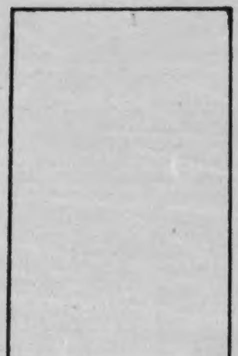


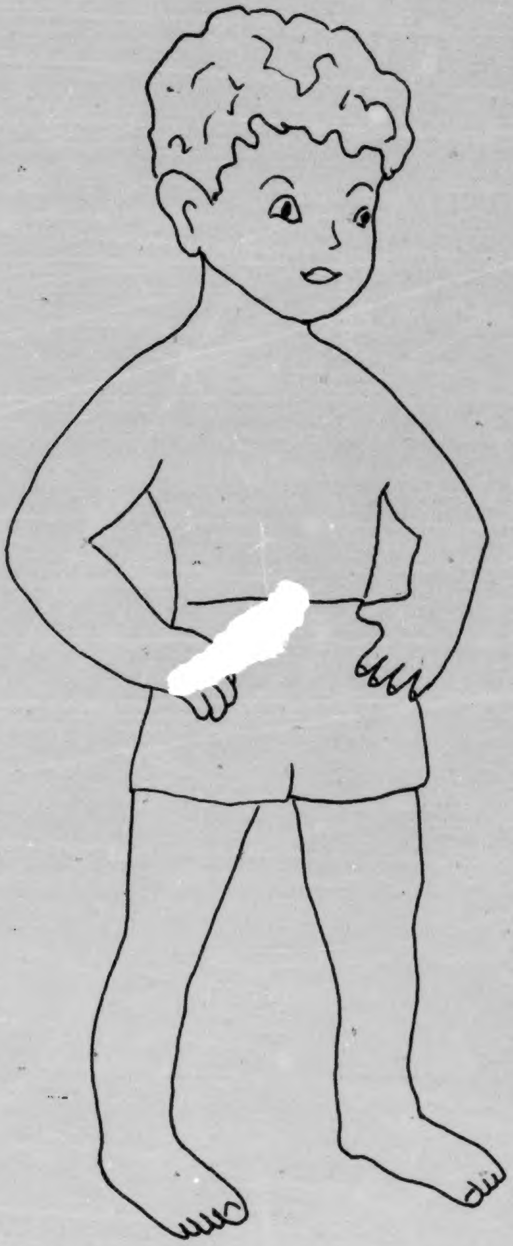










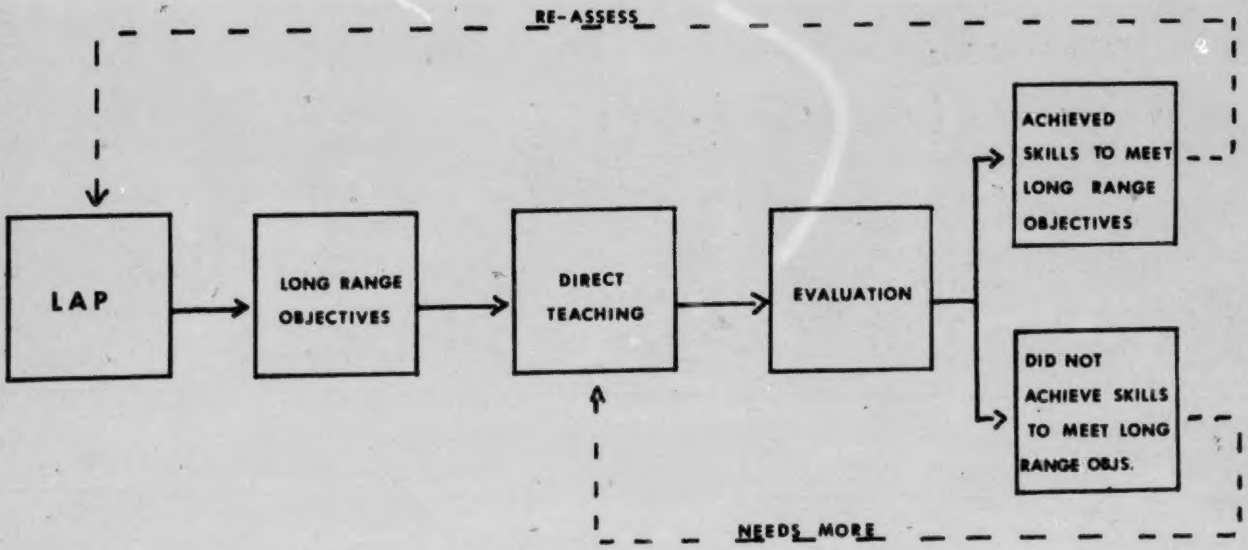


d. Admission to Resource Room

1) LAP -- Long-Range Objectives - Daily Lessons

The Learning Accomplishemnt Profile served as the basis for the entire resource room program. Each child was assessed in all skill areas by means of the LAP. From this skill assessment, long-range objectives were derived. These long-range objectives then served as the basis for every lesson taught in the resource room. By analyzing the skills necessary to meet the objectives, the teachers were able to develop individual daily lessons for each child. As soon as the child was able to meet his objectives, this accomplishment was recorded in the LAP and new objectives were determined.

The following diagram illustrates the interrelationship between the LAP and the instructional program in the resource room:


RE-ASSESS
LAP
LONG RANGE OBJECTIVES
DIRECT TEACHING
EVALUATION
ACHIEVED SKILLS TO MEET LONG RANGE OBJECTIVES
DID NOT ACHIEVE SKILLS TO MEET LONG RANGE OBJS.
NEEDS MORE

FINE MOTOR (cont.)

Bibliog. Source	Behavior	Age Dev.	Assessment Date		Date of Achievement	Comments (Criteria, materials, prblems, etc.)
3	Manipulates egg beater	27 mos.	10/73	+		
9	Enjoys finger painting	30-35 mos.	10/73	+		
9	Makes mud and sand pies	30-35 mos.	10/73	+		Stacks wet sand and calls it cakes + pies
13	Paints strokes, dots, and circular shapes on easel	30-35 mos.	10/73	-		not circular shapes
6	Cuts with scissors	35 mos.	10/73	-		needs help from teacher with double scissors
13	Picks up pins, thread, etc., with each separate-covered	36-48 mos.	10/73	-		
7	Drives nails and pegs	36-48 mos.	10/73	+		Large wooden pegs and hammers
13	Builds tower of nine cubes	36-48 mos.	10/73	-		
7	Holds crayon with fingers	36-48 mos.	10/73	-		with whole hand
3	Strings 4 beads	36-48 mos.	10/73	+		gets very frustrated when crying
13	Can close fist and wiggle thumb in imitation, R & L	36-48 mos.	10/73	-		Cannot keep fists closed
11	Puts 6 round pegs in round holes on pegboard	36-48 mos.	10/73	-		

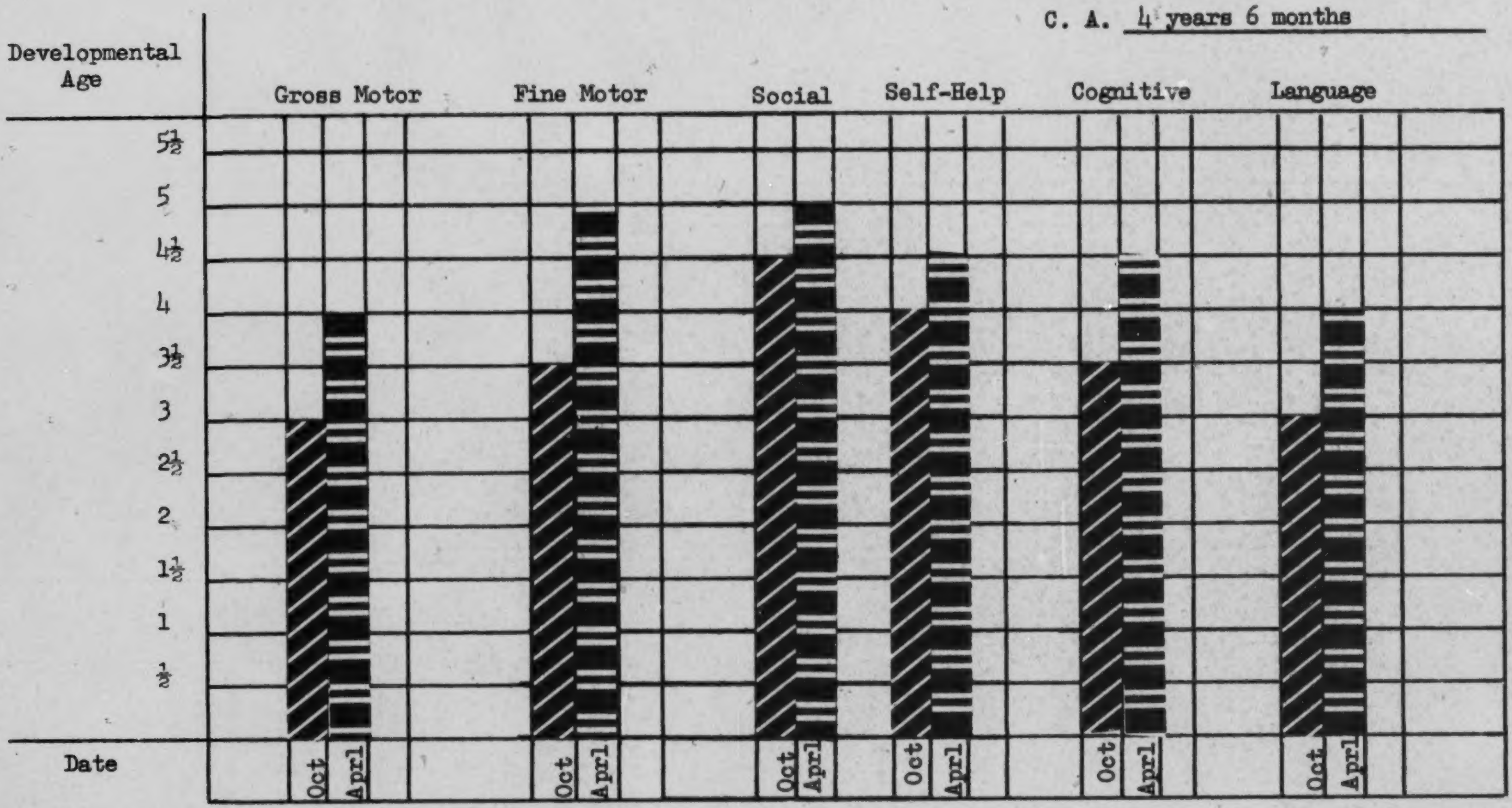
*Mark + for positive demonstration of skill
Mark - for negative demonstration of skill

PROFILE OF DEVELOPMENT
BASED ON THE
LEARNING ACCOMPLISHMENT PROFILE
ANNE R. SANFORD

Name RONALD

Date May, 1974

C. A. 4 years 6 months



$\frac{\text{DA (Developmental Age)}}{\text{CA (Chronological Age)}}$ = Rate of Development

Ronald - Long Range Objectives

Gross Motor

1. To be able to pedal a tricycle.
2. To be able to balance on one foot for five seconds.
3. To be able to squat in play.
4. To be able to skip on one foot.
5. To be able to stand on one foot for 4-8 seconds.

Fine Motor

1. To be able to build a tower of 5-6 cubes.
2. To be able to cut with scissors.
3. To be able to drive nails and pegs.
4. To be able to imitate building of bridge with cubes.

Fine Motor - Writing

1. To be able to imitate a horizontal line.
2. To be able to imitate V stroke.
3. To be able to copy V.
4. To be able to copy H.
5. To be able to copy T.

Social Skills

1. To be able to initiate own play activities.
2. To be able to attend to storytelling for 15 minutes.
3. To be able to ask for favorite stories.

Self Help

1. To be able to lace his **shoes**.
2. To be able to put paste on toothbrush and brush teeth.
3. To be able to pour from a plastic pitcher.

Cognitive

1. To be able to associate use with objects.
2. To be able to name all colors.
3. To be able to count two blocks.
4. To be able to put together a seven piece puzzle.

Expressive Language

1. To be able to give the use of objects.
2. To be able to say the nursey rhymes "Jack Be Nimble" and "Jack And Jill".
3. To be able to whisper without having it modeled for him.
4. To be able to change voice to a faster pace.

Receptive Language

1. To follow 3 and 4 step direction.
2. To demonstrate understanding of prepositions: in, under, behind, between, and around.
3. To demonstrate understanding of action verbs.

Small Group Lesson - Ronald

Objective: To be able to match sets of 2 using concrete objects (4 out of 5 times).

To be able to discriminate a pile of 2 blocks from a pile of 1, 3, 4, or 5 blocks (4 out of 5 times).

Materials:

1. yarn
2. 2 toy cars
3. 2 spools
4. 2 buttons
5. 2 clothes pins
6. 10 blocks

Procedure: Place 3 circles of yarn on the table in front of the child. Place 2 spools in one circle, 2 buttons in another and 1 toy car in the third. Say, "I will point to the sets that match." Model by putting a hand on each of the 2 sets that match. Change the objects in the yarn circles, but have 2 objects in 2 of the circles and one object in the third. Have the child find the sets that match by pointing. Continue changing objects in the circles.

Place 2 blocks in front of the child. Say, "Touch 2". Model. Say, "Touch 2". When the child does so, ask, "How many did you touch?" Model, "I touched 2". Place a pile of 2 blocks and 1 block widely separated on the table and ask the child to touch the pile of 2 blocks. Continue this activity using a pile of 2 blocks and a pile of either 1,3, 4, 5 blocks.

Evaluation: Ronald easily matched sets of two 5 out of 5 times. Ronald was able to discriminate a pile of 2 blocks from 1 block (5 out of 5 times) but he could not discriminate 2 when 3, 4 or 5 blocks were used (2 out of 8 times).

Large Group Lessons -

"Unit for the Week - Tools"

Objective for Wednesday: To be able to identify "saw" from other tools every time on request, by

(1) discriminating real - concrete - saw from other tools.
(2) verbalizing label of "saw" (or approximation of label).
(3) discriminating picture of "saw" from picture of objects and other tools.
(4) showing how to use saw.
(5) classifying saw as a tool. (Tool is defined as something we use to help us make and fix things.)

Procedure:

(1) Teacher labels real object as "saw". Ask children to touch and feel saw. "Tell me what you touched."
(2) Ask children to find saw within box of tools and objects.
(3) Teacher or another child models how to use saw. (Have wood to demonstrate.)
(4) Children pantomime use of saw and sing song, "This is the Way We Learn to Saw" (to "This is the Way We Wash Our Clothes").
(5) Teacher has pictures of tools on board. Children come up and find saw among pictures.
(6) Teacher uses flannel board. Teacher labels "saw" as tool and defines what tool is. Ask children,"Does saw belong to tool family or fruit family?" "Yes, it belongs to the tool family. A saw is a tool."
(7) Teacher puts picture of saw with other tools on flannel board. Ask children why the saw goes there, and repeat "The saw is a tool."
(8) Have several categories of flannel board pictures (animals, fruits, tools, things we ride in) and ask children to which group the saw belongs.

Small Group Lesson: (Based on individual children's objectives) - Ronald, Bev & Ed
Objective: To make a V stroke within a 1" wide stencil path using a magic marker; starting and stopping at the appropriate points 3 of 5 times on request.

Materials:
(1) Stencil of V
(2) Magic marker
(3) Sand
(4) Paper
(5) 1" cube
(6) Small toy car
(7) Large chalk

Procedure:
(1) Teacher models and labels "V" stroke in wet sand.
(2) Child imitates in sand.

(3) Teacher models, using her finger and a stencil, on paper starting on the green dot and stopping on the red dot.

(4) Child uses his finger and stays within the stencil starting and stopping at appropriate points.

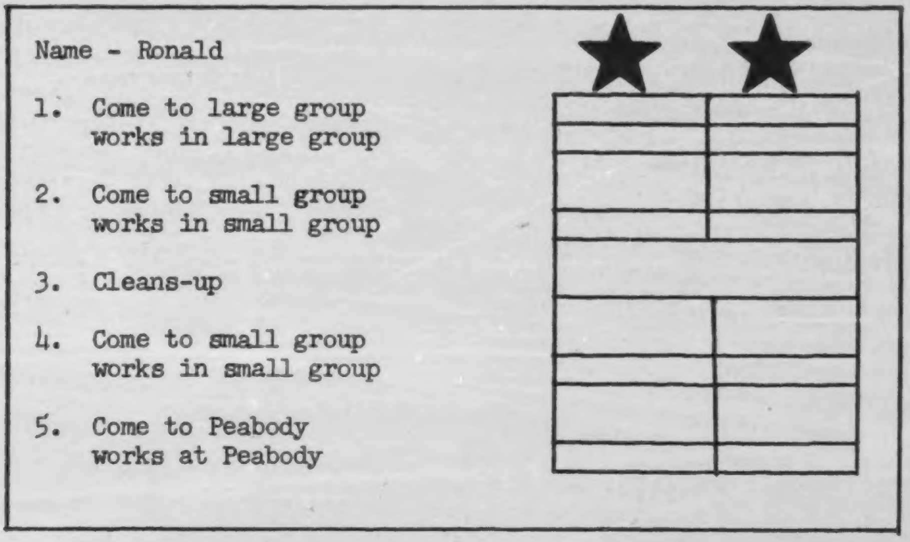
(5) Teacher models and child has turn using stencil on paper with:
   a. one-inch cube
   b. small plastic car
   c. one-inch diameter chalk
   d. magic marker.

Evaluation:
Ronald was able to easily imitate V in sand. He was successful in his attempts to move the cube and car on the stencil. He had a bit of difficulty keeping the magic marker on the stencil, but he was able to meet his objectives 4 of 5 times.

2) Badge

Expectations were clearly established and each child knew his responsibilities in the resource room. Two of the basic expectations were: (a) sitting through the lessons, and (b) participating in each lesson.

At the beginning of each class period a badge was pinned on the children. If the child remained seated during a lesson he received one star. If he participated in the lesson he received a second star. As the teacher pinned these stars on the badge, she paired this token with verbal praise. Those children who had received at least 75% of the possible stars by the completion of the time in the resource room were given a sticker on a "Good Work Award" card. The children were extremely proud of these awards, and looked forward to the reaction of their teachers when these awards were brought back to their regular classroom. The teachers would often call the attention of the class to the fact that a Good Work Award had been given.



Name - Ronald

1. Come to large group
   works in large group
2. Come to small group
   works in small group
3. Cleans-up
4. Come to small group
   works in small group
5. Come to Peabody
   works at Peabody

3) Home Follow-Up Sheet

At the end of each two-week interval the resource teacher sent a follow-up sheet to the parents. This sheet described the curriculum of the resource room and suggested correlated activities which the parents could carry out with their children.

When it was possible, the teachers delivered this follow-up sheet personally to the parents. This afforded them the opportunity to discuss the child's progress and to alert the parents to the changing needs of their child. The resource teachers visited each home at least once. When it was not possible to make personal visits, the resource teachers sent the follow-up sheets home with the children.

A typical follow-up sheet for Ronald follows:

FOLLOW-UP SHEET

The past two weeks Ronald has been working on the color red and mailman.

Ronald can do these things:

1. He can match red objects to red pictures
2. He can sort red objects from objects of different colors
3. He can sort pictures of red from non-red pictures
4. He can mark the red pictures on a worksheet
5. He can identify the mailman
6. He can demonstrate the use of an envelope

Some suggested activities to do at home are:

1. Mark with a large magic marker all the red pictures in a magazine or catalog
2. Let him meet the mailman to get the mail
3. Take him to the post office with you to mail a letter or parcel
4. Give him paper to draw pictures on. Help him fold the picture to put in a used envelope

4) Prescriptive Program

When the child had achieved most of the long-range objectives determined at the time he entered the resource room, he returned to full-time participation in his regular Head Start classroom.

A detailed prescriptive program accompanied the child back to his regular classroom. This program was updated monthly by the resource room teachers in close collaboration with the child's regular teacher.

The following is a prescriptive program for Ronald.

Prescriptive Program

Teacher: Mrs. Jones

Ronald

Entry Date: 10-4-73
Exit Date: 2-1-74
Prescriptive Program for February

Gross Motor Objectives

1. To be able to pedal a tricycle.

    a. When the weather is suitable for the class to go outside, work with Ronald on the tricycle. He is getting it a little bit now, but he needs to be told when to push which leg down. If the tricycle is too big, his legs will not reach. Work on this for five to ten minutes during outside play time.

2. To be able to walk on a line.

    a. Set aside about five minutes each day to work with Ronald on this.

    b. Put down on the floor a strip of masking tape and let Ronald walk on it. He is to keep his feet on the line at all times.

Fine Motor Objectives

1. To be able to draw a simple house with windows and doors.

    a. See the program for drawing a house that the resource class has.

2. To be able to trace a diamond.

    a. For the first step, dot out a diamond on the chalkboard. Let him trace it.

    b. After he has mastered this step, dot a diamond on paper, and let him trace it with a magic marker.

    c. Then dot a diamond on a piece of paper and let him trace it with a pencil.

Social Skills Objectives

1. To be able to talk so that he can be heard and understood.

    a. Anytime Ronald is saying anything to you and you can't understand him, ask him to repeat it. Make sure he is not biting his bottom lip, for this hinders an understanding of what he is saying.

b. When you have Ronald repeat a statement, have him do it in phrases at first, rather than try to repeat the whole sentence at one time.

2. To be able to ask for "seconds" at snack time.

   a. "Tell me what you want."

   b. "Please, may I have some more juice, crackers, etc.?"

Cognitive Objectives

1. To be able to read his own name when printed with cues and to discriminate his name from others in class.

   a. First, Ronald must learn to recognize his own name, with cues and without. See the resource class for a name reading program on Ronald.

   b. Put his name on all his work. Then ask him what you have written.

   c. When all the children's names are up in the room, ask him to find his name and tell you what it is.

2. To be able to put together a seven-piece puzzle.

   a. Free play time.

Language Objectives

1. To be able to demonstrate understanding of concepts: more-less; top-botom.

   a. During free time work with Ronald with piles of blocks or other toys, have him choose the group which has more blocks.

   b. Do the same with cookies during snack time.

   c. Use a jar with a lid - have Ronald point to the top and bottom, and have him set it on the top and bottom. Have Ronald take off the top.

Self Help

1. To be able to put toothpaste on brush and brush teeth.

   a. Let Ronald put his own toothpaste on his brush, but always watch to see that he knows when to stop.

5) Year-End Evaluation

A Year-End Evaluation was written for each child. This evaluation listed all of the skills which the child did not demonstrate when he entered the resource room but did demonstrate at the end of the year. Skills were listed in the areas of gross motor, fine motor, social, self-help, cognitive and language development. Additional comments about the child's abilities were included. Standardized test scores were not included, but were kept on file in the resource room.

A copy of this report was given to the child's new teacher at the beginning of the next school-year.

Ronald's Year-End Evaluation follows.

Year-End Evaluation - June 3, 1974

RONALD SMITH

by Magertha Sanders
Shirley Morgan
Smithfield Head Start

Date of Entry: 10/4/73
Handedness: Right
C.A.: 4-6

Gross Motor Skills

A. Skills which Ronald did not demonstrate having in February, 1974:

1. Pedal tricycle
2. Balance on one foot five seconds
3. Go up stairs using alternating feet
4. Skip on one foot
5. Hop on one foot
6. Balance on one foot for 10 seconds
7. Walk backward, heel-toe
8. Skip on alternate feet
9. Can jump rope
10. Hop 2-3 yards forward on each foot separately
11. Jump from height of 12", landing on toes only

B. Skills which Ronald has acquired since February, 1974:

1. Pedal tricycle
2. Balance on one foot five seconds
3. Go up stairs using alternating feet
4. Hop on one foot
5. Balance on one foot for 10 seconds
6. Hop 2-3 yards forward on each foot separately

Ronald is a very short little fellow for his age. This causes his balance to be a little off. However, he can balance on one foot for up to ten seconds. He is able to pedal a tricycle, but because of his size it has to be a small tricycle. He can go up stairs using alternating feet, but he does use a handrail whenever one is available. He can also hop on one foot.

Fine Motor Skills

A. Skills which Ronald did not demonstrate having in February, 1974:

1. Drive nails and pegs
2. Draw simple house
3. Print simple words
4. Imitate cross
5. Copy V, H, T
6. Trace diamond
7. Copy cross
8. Draw man with two parts
9. Draw three bubbles correctly
10. Copy star

11. Copy square
12. Copy cross
13. Copy triangle
14. Copy rectangle with diagonals
15. Prints first name
16. Draws recognizable man with head, trunk, legs, arms and features
17. Print numbers 1-5
18. Copy diamond

B. Skills which Ronald has acquired since February, 1974:

1. Drive nails and pegs
2. Draw simple house
3. Imitate cross
4. Copy V, H, T
5. Trace diamond
6. Copy cross
7. Draw man with two parts
8. Draw three bubbles correctly
9. Copy square
10. Copy cross
11. Copy triangle
12. Copy rectangle with diagonals

In the area of fine motor development, Ronald's skills were very low. In the area of geometric shapes, Ronald can copy a cross, square, triangle, and rectangle. He can trace a diamond, but can not yet draw it by himself. Ronald cannot write numbers 1-5, but he can count objects up to ten. He can draw three bubbles correctly. He can copy the letters V, H, and T, but does not recognize them or make them by himself. He cannot write or copy his name.

Social Skills

A. Skills Ronald did not demonstrate having in February, 1974:

1. Help put things away
2. Understand taking turns
3. Play cooperatively with other children
4. Respect property

B. Skills Ronald has acquired since February, 1974:

1. Help put things away
2. Understand taking turns
3. Play cooperatively with other children
4. Respect property

Ronald was a very disruptive child in large group situations. It was also very hard for him to stay in his seat when he was supposed to. He is now able to help put things away at clean-up time. He has learned to share and that he cannot always be first. Along with this, he has learned to play cooperatively with other children. He is very understanding of another person's feelings. If his teacher has been out sick, he is the first to ask how she ing when she returns to school.

Self-Help Skills

A. Skills which Ronald did not demonstrate having in February, 1974:

1. Picks up toys and puts them away
2. Discriminates edible substances
3. Pours well from pitcher
4. Laces shoes
5. Cuts with knife
6. Dresses and undresses alone
7. Ties shoe laces
8. Undresses self except for back buttons and laces and ties

B. Skills which Ronald has acquired since February, 1974:

1. Picks up toys and puts them away
2. Discriminates edible substances
3. Pours well from pitcher
4. Undresses self except for back buttons, laces and ties

Ronald is relatively independent in the area of self-help. Ronald can button and unbutton most sizes of buttons and he can zip and unzip zippers. He is not able to lace or tie his shoes. Ronald is now able to discriminate edible substances. At one time, if you gave him a plastic fruit the first place it would go would be his mouth. Now he looks more carefully at objects before he tries to eat them.

Cognitive Skills

A. Skills which Ronald did not demonstrate in February, 1974:

1. Point to chin on request
2. Match two or three primary colors
3. Name all colors
4. Can name one pictured animal from memory
5. Shows appreciation of past, present and future
6. Comprehends prepositions on top of, under, inside
7. Compares textures
8. Can assemble seven-piece puzzle in 150 seconds
9. Can name materials objects are made of
10. Knows day, night
11. Can compare three pictures - which one is prettier
12. Can tell pictorial likenesses and differences
13. Selects heavier weight invariably
14. When shown three circles, counts three
15. Can make opposite analogies
16. Matches and names four primary colors
17. Can obey commands using four prepositions
18. Can define six words
19. Matches 10 or 12 colors
20. Gives home address

21. Knows source of 15 of 20 actions
22. Gives age
23. Can form rectangle of two triangular cards
24. Can judge weights
25. Names dime, penny, nickel
26. Learns left from right
27. Can tell similarities or differences in 9 or 12 pictures
28. Can count six objects when asked, "How many?"
29. Can tell which is bigger, a cat or a mouse
30. Can tell what number follows 8
31. Can tell how a crayon and pencil are the same and different
32. Understands numbers up to ten

B. Skills which Ronald has acquired since February, 1974:

1. Point to chin on request
2. Match 2 or 3 primary colors
3. Can name one pictured animal from memory
4. Comprehend three prepositions: on top of, under, inside
5. Compares texture
6. Knows day, night
7. Can compare three pictures, "Which one is prettier?"
8. Can tell pictorial likenesses and differences
9. When shown 3 circles, counts three
10. Can make opposite analogies
11. Gives age
12. Can form rectangle of two triangular cards
13. Learns left from right
14. Can count six objects when asked "How many?"
15. Can tell which is bigger, a cat or a mouse
16. Can tell what number follows 8
17. Understands numbers up to ten

Ronald can make simple opposite analogies such as hot-cold, big-little, light-dark. He can match 2 or 3 primary colors, but can only name consistently green, orange and black. Sometimes he can get red and yellow. In the area of number concepts, Ronald can only recognize 1 and 2. He consistently rote counts from 1 to 10. Ronald can count objects up to 10 and tell you how many. Ronald can tell pictorial likenesses and differences in simple pictures - pictures that are not cluttered with numerous objects or complex scenery. He is able to give his age but not his home address. He knows what town he lives in but not the route on which he lives. He is able to distinguish his left from his right.

Language Development Skills

A. Skills which Ronald did not demonstrate having in February, 1974:

1. Understand concept of "one"
2. Give full name on request
3. Use 200 or more recognizable words
4. Say a few nursery rhymes

5. Tell action in pictures
6. Whisper
7. Change voice to faster rate
8. Increase volume of voice
9. Use plurals
10. Verbalize opposite analogies
11. Carry out four-step command, using prepositions
12. Define four words in terms of use
13. Give home address
14. Give age and birthday
15. Ask meaning of abstract words

B. Skills which Ronald has acquired since February, 1974:

1. Understand concept of "one"
2. Give full name on request
3. Say a few nursery rhymes
4. Tell action in pictures
5. Whisper
6. Change voice to faster rate
7. Increase volume of voice
8. Verbalize opposite analogies
9. Carry out four-step command, using prepositions
10. Give age
11. Ask meaning of abstract words

For Ronald to have had such limited language skills when he entered school he is progressing at an appropriate rate. It was difficult to understand what Ronald was trying to say. He spoke very softly, and his words were mumbled together. Now his voice level changes appropriately with a change of environment - inside and outside. His words are spoken more clearly; if he cannot be understood, he is asked to repeat it very slowly. Ronald is able to carry out a four-stage command using prepositions. Sometimes the command has to be repeated 2 or 3 times so that he understands what he is expected to do.

Outstanding Behavioral Characteristics

Ronald has a tendency to throw a temper tantrum. These occur very seldom; maybe four or five in a school term. This usually occurs when he does not get what he wants. Ronald is put on a cot and ignored. If he continues to cry and carry on, a certain privilege is taken away from him, something he enjoys very much such as outside play time. Usually he comes out of it by himself.

3. Program for Behavior Management

Although the badge system described earlier was effective in managing the behavior of most of the children, some children obviously needed a more structured behavior program. For some, the badge and the Good Work Award simply were not valued and an alternative reinforcer was needed.

The following is a specific behavior program that was carried out in the Smithfield resource room. This program, designed for Jill, was developed by the resource teachers with the assistance of the Outreach staff members.

a) Pinpointing the Behavior to Change

In order to identify the behavior that was most in need of change, the teachers were asked to list observable behaviors that one would want to increase and the observable behaviors that one would want to decrease.

Using the form shown below, the teachers listed these behaviors. The behavior with the highest priority for change was selected. In Jill's case "getting out of seat" was considered to be the most desruptive behavior. Therefore, "sitting in seat with only the badge and verbal praise as reinforcers" became the target behavior.

CHILD'S NAME: Jill

DATE: January 10th

OBSERVABLE BEHAVIOR

BEHAVIOR TO INCREASE

1. staying in seat during lesson
2. following through with teacher's requests
3. sharing
4. cleaning up

BEHAVIOR TO DECREASE

1. [✓ getting out of seat]
2. hitting
3. throwing things
4. swearing
5. lying on floor and screaming

---

b) Collecting Baseline Data

A WIN Mother was given the primary responsibility for collecting data during this behavior program. The data collector recorded the number of times Jill left her seat during the large-group lesson.

Out of Seat -- Not On-Task Day Monday 1-14		TOTAL
Large-Group 9:15 to 9:30	𝍷𝍷	2
Day Tuesday 1-15		
Large-Group 9:20 to 9:35	𝍸 𝍸 𝍸 𝍷	16

c) Selecting a Reinforcer

If a reinforcer is to be appropriate, it must be something that is seen by the child to be of value. In Jill's case, a hair barrette was highly valued and the teachers decided to use this as the reinforcer for this program.

In order to receive the barrette, Jill had to stay in her seat until she had accumulated a certain number of colored chips. The number of chips required to earn a barrette was increased as the program progressed.

d) Gradual Steps of Intervention Program Leading to the Target Behavior

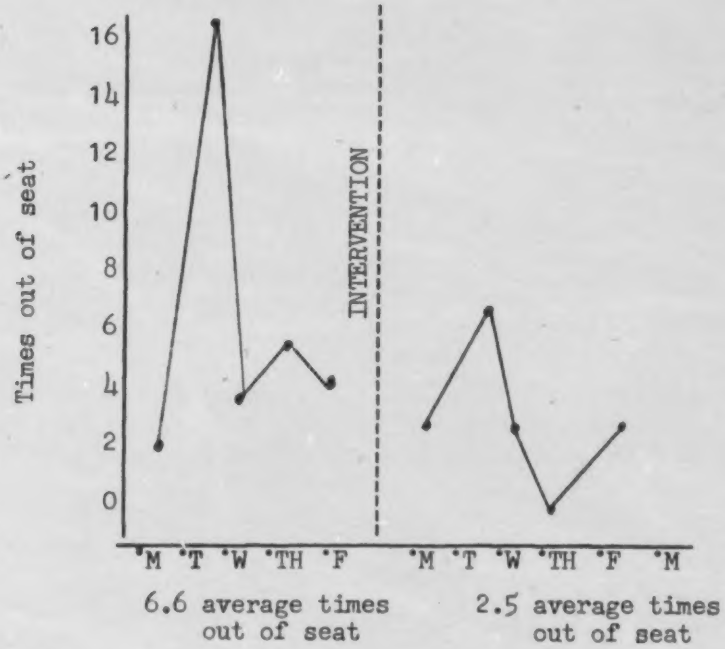
From the very outset of this behavior management program the token reinforcer (the barrette) was paired with the badge worn by the other children and with verbal praise. As Jill's behavior improved, the token reinforcers were phased out and the badge and the verbal praise were left as the sole reinforcers.

Reinforcers

Week 1	2 chips = barrette	badge	verbal praise
Week 2	3 chips = barrette	badge	verbal praise
Week 3	3 chips = yarn in hair	badge	verbal praise
Week 4		badge	verbal praise

e) Graphing

The collection of data continued during the entire program in order to determine the effectiveness of the reinforcers. The data collected during this time was graphed daily and showed clearly that intervention was effective in increasing the target behavior.



F. Evaluation of Resource Services

1. Skills of Children

a) The majority of the resource room children were referred for special services for the purpose of increasing their rate of skill development. The initial test scores of the resource room children were significantly lower than the mean scores of all of the other Smithfield Head Start children.

	Oct.	[redacted]
	Resource Room Children	Regular Room Children
Cooperative Pre-school Inventory	31% tile	63% tile
PPVT	-2 years	-1.4 years

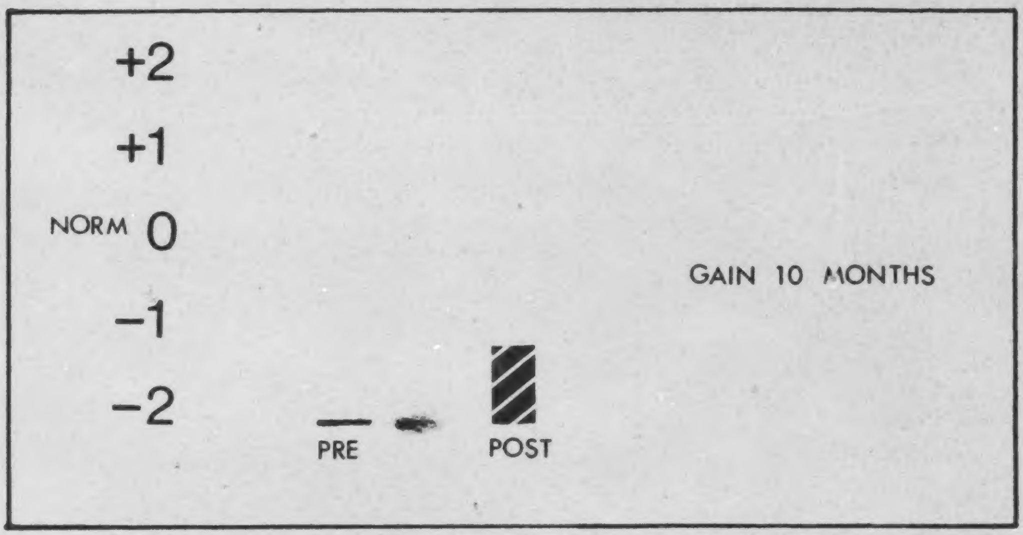
The post-testing conducted in May indicated that the resource room children made significantly greater gains than did the children not served in the resource room.

	Percentile Points Gained in 6.5 months	
	Resource Room Children	Regular Room Children
Cooperative Pre-School Inventory	34	24

b) Peabody Picture Vocabulary Test

Pre-test 2 years below norm

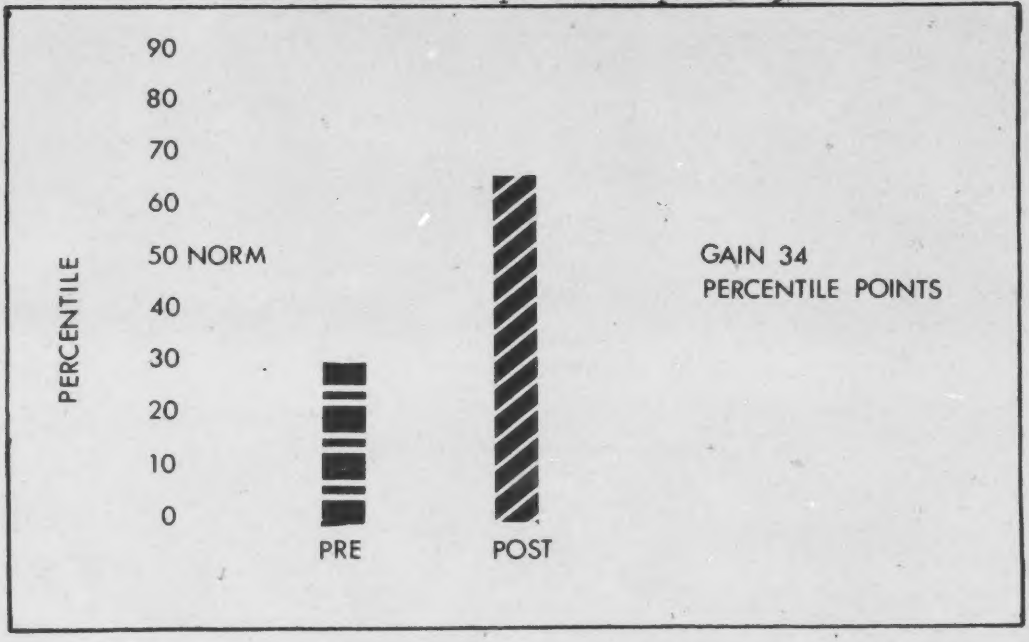
Post-test 1 year 2 months below norm



c) Cooperative Preschool Inventory

Pre-test mean score in percentile points 31

Post-test mean score in percentile points 65



NOTE: Average time between pre- and post-assessment was 6.5 months.

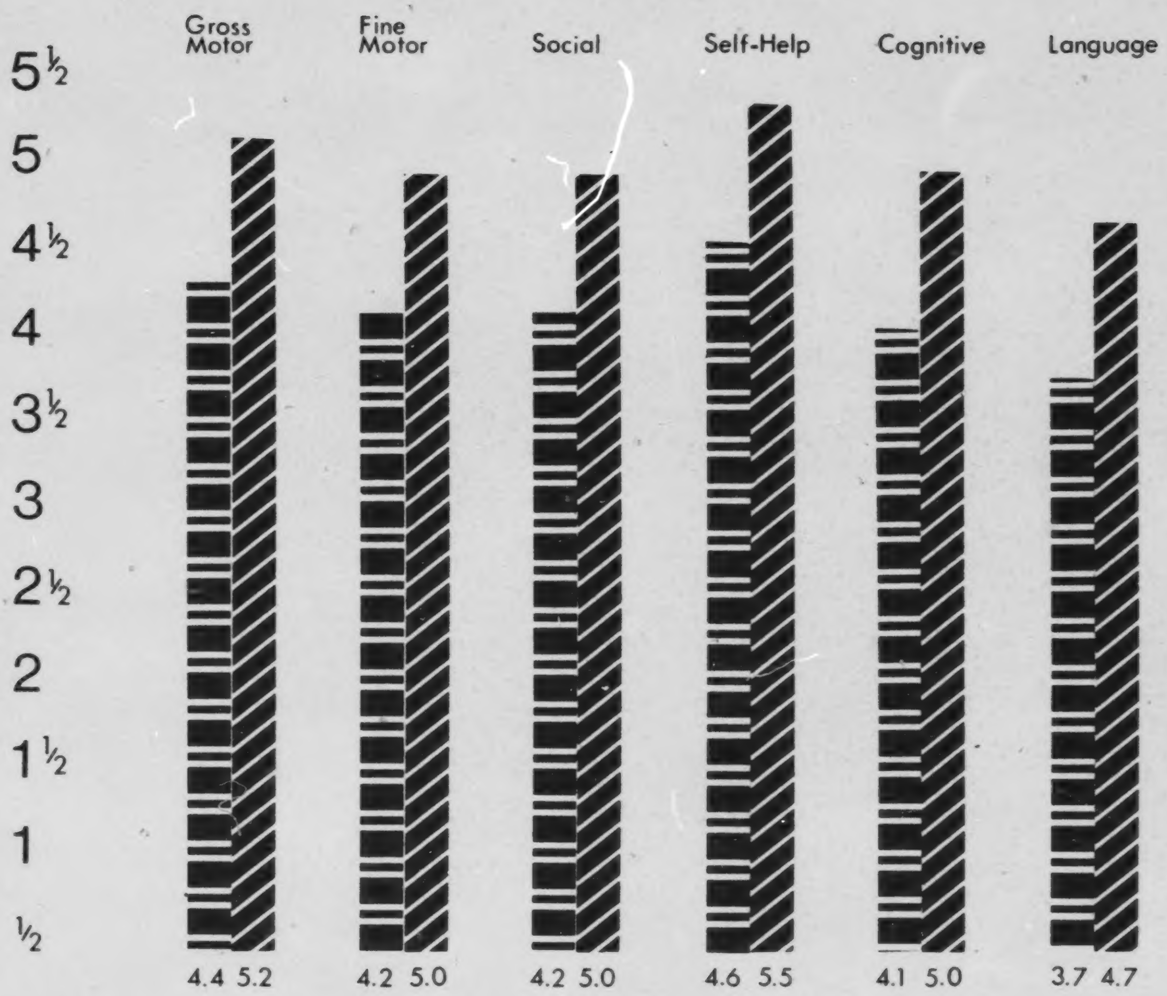
d. Observable Changes

The primary assessment tool used in the resource room was the LAP. By means of this instrument gains in all areas of observable behavior were documented. In many cases the changes were dramatic and obvious to even the casual observer. For example, a child who had previously uttered only one-syllable words became extremely verbal and sociable, even to the point of being a "cut-up" in the classroom. Another child had been subject to severe temper-tantrums. After several weeks of participation in the resource room this child's propensity for tantrums was completely eliminated.

Although the gains across all the children served in the resource room were less dramatic that some individual cases, the LAP Developmental Profiles for these children indicate that there was an average gain in all developmental areas of between ten months and one year. Worthy of particular notice is the fact that these gains were made in an average time of 3.7 months. Prior to their admission to the resource room these children had a mean rate of development of 81%. After receiving resource room services these children's mean rate of normal development had increased to 90%.

NOTE: 3.7 months indicates the time the children spent in the resource room and the time that they were in the regular classroom with a prescriptive program.

MEAN DEVELOPMENTAL PROFILES
OF
RESOURCE ROOM CHILDREN



Note: 3.7 months elapsed between the first and the second assessments of the children's skills.

2. Skills of Teachers

The role of the resource room teachers became broader than being simply teachers in a self-contained classroom. They, in effect, became "resident experts" on whom the teachers could call for assistance with any component of the Outreach training course. They served as consultants to the regular classroom teachers and held frequent conferences with them. The resource teachers served as a primary resource to all of the teachers, preparing the prescriptive programs and supervising the follow-up services. In addition, they demonstrated specific techniques and were observed by the regular teachers in the observation booth.

APPENDIX

SECTION III

DATA ON CONSTRUCTION OF OBSERVATION BOOTH

Equipment:

3 mics: Calrad model 10-19 ($16.42 each)
1 pa amp: Grommes-Precesion s-10 ($51.00)
1 mixer: Calrad model 10-74 (TM-4) ($10.33)
1 8 speaker: WS 884 and box TBW-8 WXL ($5.00, $4.64)
1 Terminal box: CU-2105-A Bud ($1.90)
- assorted connectors and cable. 1 9VDC battery (for Clarad 10-74 mixer)
Power extension and receptacle

The System:

Objective:
1) to inable observers in the Observation Booth to overhear teacher-child and child-child interaction in the Resource Room

2) to have a source for recording the verbal interaction via VTR or ATR (video tape recording or audio tape recording)

Construction: The system consists of three mics, a four channel mono mixer, a mono p. a. amp, and an eight ohm speaker. The mics are Calrad 10-19 (numbered 2, 3, and 4 - # 1 being a provision for another source such as auxilary or mic input from within the booth. The mics have one conductor shielded cable going to the Terminal box (TB-1). Here the signal is transferred to a three conductor shielded cable which then takes the signal to the Calrad 10-47 mixer terminating with regular ¼ phone jacks. The mixer output is a line output to the mic #1 input of the Grommes Precision s-10 amp. (See specs sheet). This amp is a tube type amp. Output from the amp goes to the eight ohm speaker.

Materials worthy of saving in case the project should wish to move the set up should be : the mics (cut the cable at the entry into the terminal box), the mixer, the amp and the speaker.

Power for this equipment is supplied via an extention run from a recepticle to a three-outlet terminal strip located inside the cabinet where the equipment is housed. All equipment is bolted to the shelves or walls to deter theft or accidental disconnection.

Applications:

System is used to provide a listening device covering verbal interactions in the resource room in the following four applications:

1. Parents of children in the program observe their children in the daily program.

2. Regular teachers of the children observe the behavior of their students while in the resource room.

3. Inservice training of home personnel is furthered by weekly sessions involving observation of behaviors of children and techniques of teachers in the resource room.

4. Visitors and college students observe resource room use and activities.

SECTION IV

HOME PROGRAM - TRAINING FOR WIN MOTHERS

IV. TRAINING PROGRAM - WIN MOTHERS

The federally-funded program, Work Incentive Now, is designed to provide training and employment to poverty-level mothers. The Johnston County Community Action Agency utilized this rich resource of potential personnel in serving handicapped children.

The WIN mothers received training to teach in two settings - the resource classroom and homes. They had two target groups - parents and handicapped children. The first component describes the training they received to work specifically in homes with parents.

A. Pre-Service Training For the Home Program

There were five three-hour sessions of pre-service training before WIN mothers actually went into homes. After home training began there were weekly training sessions. Training was conducted by members of the Outreach staff and resource classroom teachers. A brief sketch of the training session follows:

Session I

Topics	Strategies
Purpose and advantages of home training	DARCEE home training materials
Special handicapping conditions	Outreach slide show
Characteristics of parents of handicapped children	Discussion- Cry Sorrow, Cry Hope; Stress; Parents of Handicapped Children
Siblings of the target child	Outreach Slide-Tape Program Discussion

Session II

Topics	Strategies
LAP developmental areas and relationship to child development	LAP LAP slide-tape program
Task analysis	Discussion of LAP Outreach handouts
Positive reinforcement	Outreach handouts Film's Building Social Skills

Session III

Topics	Strategies
Importance of keeping records Record keeping system to be used with program	Record-keeping forms Discussion Practice Keeping data

Session IV

Topics	Strategies
Use of materials - collecting and making materials to meet learning objectives	I Saw A Purple Cow Home Teaching - Caldwell DARCEE materials Workshop

Session V

Topics	Strategies
Scheduling visits Home training session	Role-Playing

B. Inservice Training

1. Inservice Training Sessions

Weekly training sessions were held with the home trainers and family coordinator. These meetings provided an excellent opportunity to share ideas and strategies and to work out problems encountered. It also gave home trainers a chance to plan activities for the coming week.

2. Topics Covered in the Inservice Training Sessions

Review of previous week's home training session

- Were activities appropriate?
- Did parents work with their child during the week?
- Any specific proglems?
- Review home training sheets.

Discussion of coming week's training session.

- What activities will be taught?
- What materials will be used?
- Any special problems.

C. Training Considerations

It was extremely important in setting up the training program to consider the resources and constraints of the WIN mothers. They had many resources. One was their desire to teach children and parents. They were committed to training parents the best way they knew. Another asset not to be overlooked was their acceptance by the community in which they worked. They were considered community members - not outsiders. Entry problems were eliminated.

In designing the training it was important to consider the background of formal training of the WIN mothers. This meant to eliminate abstract concepts and professional jargon which had no meaning for them. For instance, "task analysis" as a term was never mentioned. Other expressions, such as "break it down into small steps" were used. Terminology such as "Behavior modification" was eliminated, but the concept was explained practically and simply.

Many written materials are available that can speak directly to WIN mothers. DARCEE has many low-cost materials available that can be used in training WIN personnel.

Role-playing was an excellent training technique. It provided a concrete model for imitating effective teaching strategies. The more practice the WIN mothers had, the better they bacame, and the more comfortable they felt about what they were doing.

Teaching children came naturally for most of these mothers as they had been teaching their own children for years. But instructing adults presented a new experience. It took practice for them to be comfortable with this new role.

When ideas were presented systematically in understandable terms, the WIN mothers learned very quickly and contributed many creative suggestions which enhanced the services to the young.

D. Services to Parents

Families of children in the Resource Room were initially provided the same services as all other parents of Head Start children. These services were mainly social service in nature. Parents were encouraged to volunteer to work in the classroom and attend monthly parent meetings. These meetings were conducted by the social worker and covered topics of interest to the parents, such as nutrition, cooking and banking.

1. Needs Assessment. An informal needs assessment was conducted with each family in the resource program to determine parental perspective of needs. Initial entry into homes was facilitated as the Outreach coordinator was accompanied by the Head Start social worker, who was trusted by the families. The needs assessment was very simple, and conducted as a structured interview. The parents were asked what goals they had for their child to learn as much as possible, but they felt powerless to do anything about it. We also found that parents were trying to teach their child, but the methods and concepts they were using were inappropriate. For example, in one home the grandfather was giving Mary a dime for every day she could count as high as thirteen, and would frequently forget from one day to the next. Memorizing numbers was not an appropriate task for Mary. With just a little training this grandfather could become an excellent teacher.

It was decided that the most meaningful contribution of the Outreach Project would be the training of parents to work with their own child. Due to transportation and babysitting problems in this rural community, it was decided that parent-training would be conducted in the home.

2. Home Trainers There were several issues that had to be resolved at this point. The first question was: who will be the home trainers? It was decided that WIN mothers would be utilized as home trainers.

A social worker aide also worked with the home program. The WIN mothers made excellent home trainers because they were already accepted by the community and entry problems were minimal.

It was important that the Head Start Director be involved in all the plans that were made. His approval and cooperation was essential at all points during the program.

3. The Families Served With limited staff it was not possible to serve all families in the home training program. Families in the home training program were recommended by individual teachers in the center. Teachers selected the ten families they felt could benefit the most from a home training program.

E. Home Visiting Schedule Homes were visited once a week by home trainers. Any less often tended to be too long for parent and trainer to work independently. More often than weekly could become an instrusion on the parent's time. Home visits lasted an average of 30 minutes. Parents were expected to work with their child at home daily for 15 minutes.

F. Materials Many of the families in the program didn't have materials available to use in teaching. Therefore the Outreach program provided the following materials to each family:

- magazines
- scissors
- construction paper - all colors
- paste
- white paper
- 1-inch cubes - all colors
- story books - from the school library
- 5" x 7" index cards
- magic markers
- balls
- play dough
- household items

A large contact--paper-covered box to put all materials in

Materials used in weekly training sessions were made from these materials. There were three guidelines that were used in regard to materials:

1. Take all materials that will be needed for the week's teaching with you to the home.
2. Suggest to the parents that all materials be kept in the box provided and be used only at teaching time.
3. Assure the parents that materials are free and don't have to be paid for if lost or destroyed.

G. Record-Keeping Records of the home training program were kept in several ways. Each home trainer kept a personal log that contained notes about each contact with the family. It included date and time of contact, person contacted, questions that need to be answered and techniques that needed work. This log served as a personal review of each visit by the home trainer.

Parents were also asked to keep a record of their daily work with their child. Parents indicated on the form provided (See APPENDIX) which days they worked with their child and how many times the child was able to do the task. From these records the parents were able to see that they were teaching new things to their child each week.

Each family was provided a wall chart calendar and stars. Each day they worked with their child they put a star on the calendar. These calendars became a source of pride to the families and were displayed in many living rooms.

It is important that records be as simple as possible and ask only useful information.

H. Home Training Session The home training session was structured basically the same way each week, This schedule gave the home trainer and parent a format to follow.

1. Evaluation of previous week's training
   Discuss with the parents
   - were activities appropriate (too hard - too easy?)
   - were activities interesting?
   - what materials were used?

Review the home training sheet
- how many days did the parent work with the child?
- was the child able to perform the task correctly?

Review any materials the child has made or worked with. REINFORCE THE CHILD AND THE PARENTS FOR WORKING.

2. Demonstrate activities for the coming week with the child.
   - explain the new home training sheet
   - make sure you explain the purpose of the activity very clearly
   - provide all materials needed for the task
   - ask the parent if there are any questions
   - break down the activity into small steps if necessary

   REINFORCE THE CHILD.

3. Parent practices activity with child.
   - check to see that parent is carrying out the activity

   REINFORCE THE PARENT AND CHILD

4. Informal information exchange
   - discuss any questions and ideas with the parent
   - confirm next week appointment.

I. The LAP The Learning Accomplishment Profile (LAP) was the basic "curriculum" used in the home. Behaviors listed in the LAP were the tasks that parents worked on with their children during the week. One advantage of the LAP is that it provides a developmental sequence that can be followed in each of the six areas of development - gross motor, fine motor, social, self-help, cognitive and language. Parents were assisted in emphasizing those developmental areas in which their children were deficient. The Home Trainer evaluated the child's progress by making notations on the LAP.

J. What Was Target At Home? The home trainer tried to teach in homes the same skills the child was learning at school. This proved to be very helpful, especially in language. For example, a child who was required to speak in complete senteces at school was allowed to express his desires at home by non-verbal gestures. The parent and home trainer practiced requiring complete sentences at home. This coordination of effort brought about increased language development.

K. Summary The home training program in Smithfield proved successful. The parents who had participated in the program showed marked improvement in their relationship to their children. They were able to spend the time with their children more productively than had previously been the case. The WIN mothers, too, developed skills in working with children which made it possible for them to seek permanent employment with the Head Start program.

APPENDIX

SECTION IV

PARENTAL NEEDS ASSESSMENT

1. Child's Name: ____________________

2. Address: ____________________

____

3. Telephone number (home): ____________

Please list persons that live in the home and their relationship to the child. (asterisk indicates person providing information)

NAME	RELATIONSHIP	AGE

4. What languages are spoken in your home? ____________________

____

5. How long have you lived in this neighborhood or community? ____________
Where did you live before? ____________________
For how long? ____________

6. What community activities are you involved in? ____________________

____

____

____

7. What other agencies in the community do you receive services from?

____

____

8. Do people in your family work outside the home?

NAME	COMPANY	HOURS

9. What skills do persons in your family have that will be useful to our center?

NAME	SKILLS

10. What are the best hours for members of your family to be involved in the center?

NAME	HOURS

11. Which of these activities would you or members of your family like to participate in?

___ Volunteer time in the classroom

___ Help with painting, decorating and building equipment for the center

___ Raise money for extra center activities

___ Decide on equipment purchases for the center

___ Research and take action on educational problem for handicapped children

___ Participate in a sibling group

___ Be in a parent group to discuss concerns

___ Have a home visitor come to your home to work with you and your child

___ Learn how to teach your child self-help skills

___ Serve as a member of the Advisory Board

___ Other ______________________________

____

12. How do you think that members of your family can benefit by having your child in this program?

____

____

____

____

____

13. Comments:

____

____

____

____

____

____

PRIORITY OF SERVICES TO PARENTS
(PSP SCALE)

Please rank those areas which you feel are most important. Put a one (1) beside the most important area, a two (2) beside the next most important, and so on. Please do not use a number more than once.

______Provide training to parents.

______Interpret test results.

______Provide transportation.

______Suggest other available services in the community.

______Counseling for family problems.

______Establish parent organization.

______Provide afternoon program.

PARENT RATING OF NEEDS FOR SERVICE
(PRNS)

Please rate all the following areas of service according to their importance for you.

Please Check:

	not important	some importance	very important
1. Training in classroom activities and teaching methods.			
2. Interpretation of test results.			
3. Counseling for family problems.			
4. Suggestions of other available services in the community.			
5. Help with managing behavior of children (temper tantrums, toilet training, eating habits, etc.)			
6. Transportation.			
7. Suggestions for home activities for the preschool child.			
8. Training for brothers and sisters of the preschool child.			
9. Meetings for groups of parents.			
10. Suggestions for inexpensive or home made learning and play materials.			

Please make any comments or suggestions for other services you feel are important.

Thank you

PARENTAL PRIORITY FOR DEVELOPMENTAL GROWTH

(PPDG SCALE)

Please rank those areas which you feel are most important for your child to learn while he or she is in the pre-school program. Put a one (1) beside the most important area, a two (2) beside the next most important, and so on. Please do not use a number more than once.

_____Fine motor development, i.e., coordination of fine or small muscles used for activities such as tying shoes, using scissors, buttoning clothes, stacking blocks, using a pencil, etc.

_____Gross motor development, i.e., coordination of large muscles in activities such as walking, jumping, riding a tricycle, throwing a ball, etc.

_____Receptive language, i.e., understanding what is said, such as in following directions, understanding simple commands, for example: "Bring me a toy", "Open the door".

_____Expressive language, i.e., naming objects, stating what he wants, stating likes and dislikes, expressing his needs and feelings.

_____Social development, i.e., relating with adults, teachers, peers in appropriate manner such as sharing, cooperating, playing.

_____Emotional development, i.e., appropriate expression of feelings and emotions such as controlling temper, not crying excessively, not hitting, biting or hurting others.

Schedule of Family Services
Prepared by: Janet Grim
Chapel Hill Training-Outreach Project

Child's Name ____________________ Child's Teacher ________________

Address ____

____________________________ Telephone ________________

Parent's Name ____

1. Learning objectives to parents in parent-teacher conference ____________
Date

2. Priority of services and learning objectives ____________
Date

3. Written progress and home follow-up activities
Oct. ________ ________
Nov. ________ ________
Dec. ________ ________
Jan. ________ ________
Feb. ________ ________
Mar. ________ ________
Apr. ________ ________
May ________ ________

4. Parent-teacher conferences
1. ____________
2. ____________
3. ____________

5. Newsletter
1. ____________ 2. ____________
3. ____________ 4. ____________

6. Parent training meetings
1. ____________ 2. ____________
3. ____________ 4. ____________
5. ____________ 6. ____________
7. ____________ 8. ____________
9. ____________ 10. ____________

7. Written year-end evaluation of pupil progress ____________
Date

8. Home visits 1. ____________ 2. ____________ 3. ____________

9. Receive copy of community guide to resources. ____________
Date

10. Other:

NEWSLETTER

JOHNSTON COUNTY HEAD START

March, 1974

Diane Chappell, Editor

The Resource Room

Magertha Sanders
Shirley Morgan

Flossie Jones
Betty Bryant

We are very glad to bring to you again the news from the Resource Room of Johnston County Head Start. We hope that what we have to say will help to keep the parents aware of the activities of the students in the Resource Room.

Since the last newsletter several of the students have left the Resource Room and re-entered their regular classrooms. These students are Nancy, Timothy, Howard, Michael, Sonya, Jacqueline and Linda.

The students presently in the Resource Room are (first shift) Debra, Jill, Michelle, Timothy, Vickie and Davie. The second shift includes students Glen, Christopher, Frederick, Gladys, Chester, Vivian and Ross. Flossie Jones and Betty Bryant are now assisting Mrs. Sanders and Mrs. Morgan in working with the children in the class.

Due to a change in the school hours the hours of the Resource Room have been changed. The schedule now is (first shift): 9:10-9:20 - greetings; 9:20-9:40 - group lesson; 9:40-10:00 - small group work; 10:30-10:45 - free play; 10:45-11:00 - Peabody lesson. (Second shift): 11:15-11:25 - greetings; 11:25-11:40 - group lesson; 11:40-12:00 - small group work; 12:30-12:45 - Peabody lesson.

Since February Flossie Jones, Betty Bryant and Diane Chappell have been working with some of the children and their parents at home. Sonya, Linda, Howard, Timothy, Ross, Michael, Nancy and Chester are in the home program. The reception that we have received from the parents has been highly cooperative. We have worked with Nancy on the prepositions behind, beside, and the color yellow. Ross has been working on writing his name, and on the letter A, using the dotted line method. He has also been making a simple chain from yellow construction paper, building a simple bridge, and tracing a simple house. Sonya has been working on writing her name with the dotted line method, saying and recognizing her number 1-10, and understanding number concepts 1 to 10. Presently she is working on her ABC's A-F. Timothy has been working on colors red, blue and yellow; building a simple bridge and cutting with scissors. Howard has been working on number 1-10 and understanding the number concepts. He has also been writing his name with the dotted line method. Linda has been working on learning the color yellow and on word pronunciation.

All of the students are progressing quite satisfactorily on their specific assignments. Parents are great teachers! We are seeing improvements in the students' work and are getting reports from the teachers and parents that the students have improved in their work. We are anticipating even better work from the students.

Skills the Children are Working on in the Resource Room:

Fine Motor
- Copying geometric shapes
- Drawing simple house
- Body parts
- Letters V, H and T

Cognitive
- Name body parts
- Read pictures
- Recognize own name
- Learn three nursery rhymes
- Learn colors

Gross Motor
- Walk backward, heel-to-toe
- Jump rope
- Balance on one foot

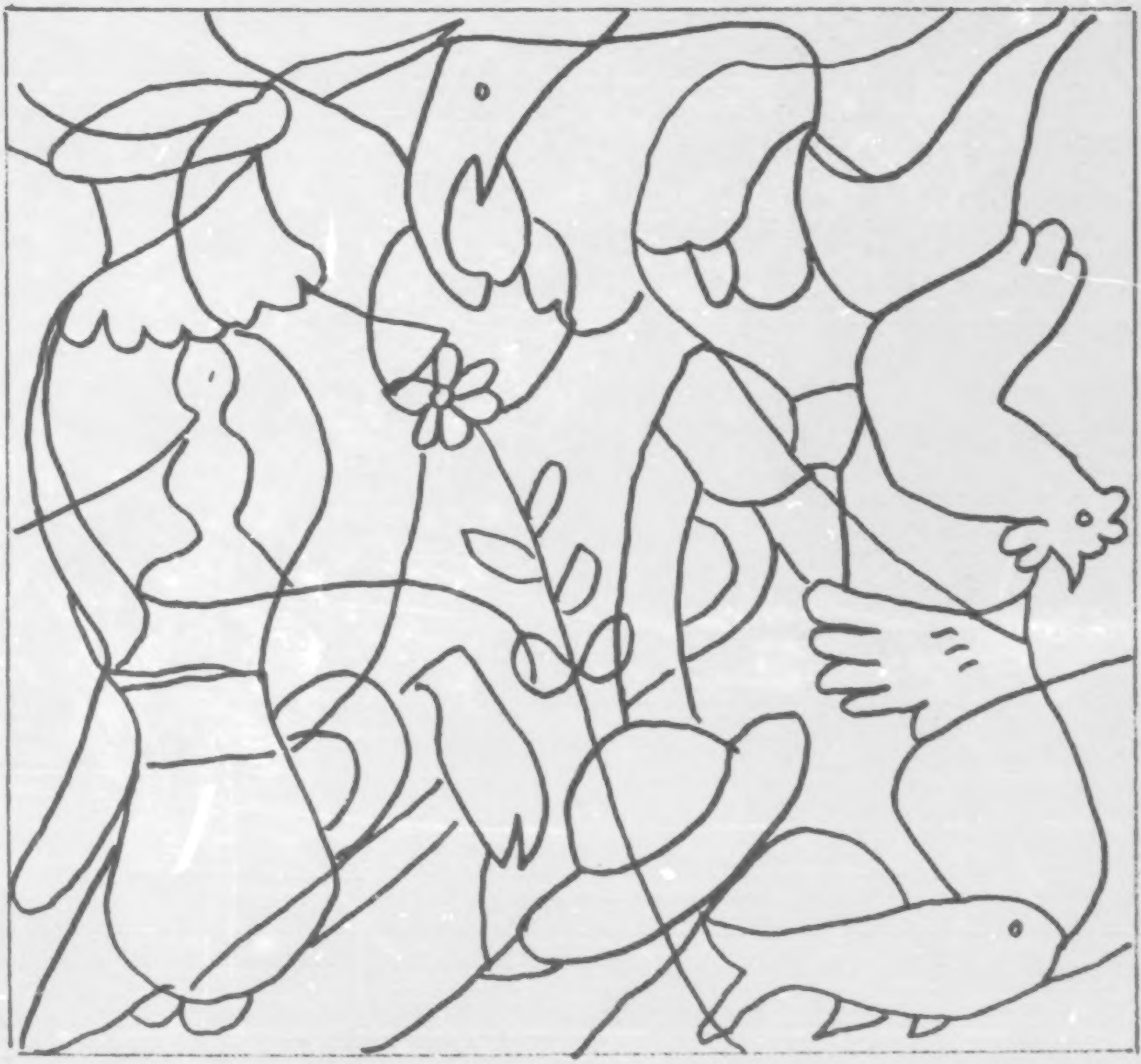
Language
- Talk in complete sentences
- Learn how to whisper

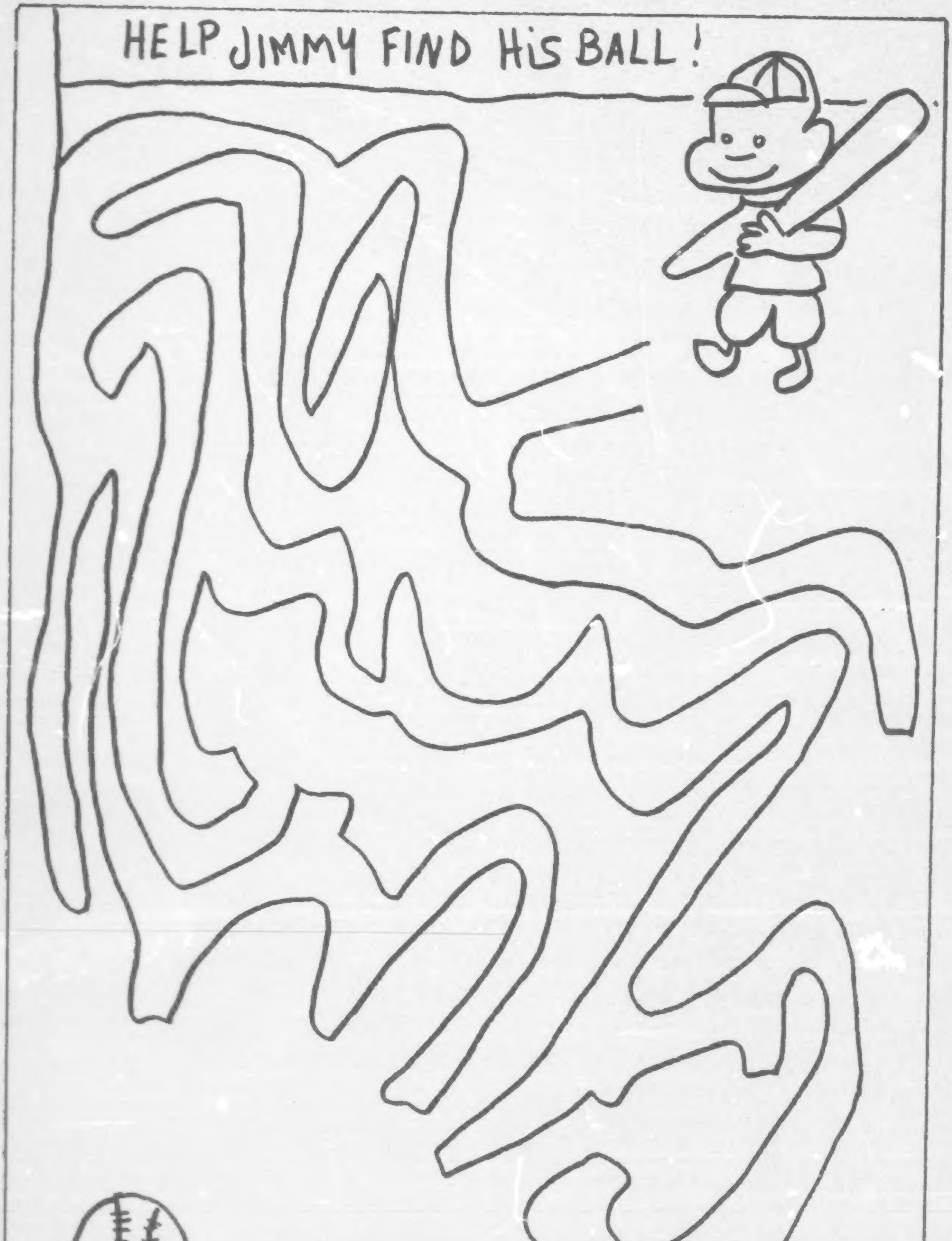
Social and Self-Help
- Learn how to get along with other
- Zip and button clothes
- Tie shoes

WHAT DO YOU SEE?

Can you find ten things?

1. lamp	6. elephant
2. fish	7. flower
3. iron	8. hammer
4. glove	9. pitcher
5. hen	10. hat




HELP JIMMY FIND HIS BALL!

SECTION V

REMEDIAL LANGUAGE PROGRAM

V. REMEDIAL LANGUAGE PROGRAM

Speech and language disabilities have long been a major concern of teachers of the disadvantaged. Children whose environments are limited in the number and quality of experiences that can stimulate language growth often come to school with small vocabularies, sentences of inadequate length, an inability to make sentence transformations, as well as general disabilities in the areas of visual or auditory association, reception and the like.

Some disadvantaged children have speech handicapps -- articulatory disorders, voice problems, and stuttering -- conditions which require some type of early intervention in order to remediate these deficiencies before the children are ready to enter the public school system.

The teachers in the Smithfield Head Start Program expressed a concern for these children and requested that the Outreach Project staff assist them in setting up a remedial language program that could diagnose the individual problems of the children and develop a systematic approach to correction.

A. Program Objectives

The Outreach Project therefore assisted the Smithfield Head Start program in establishing and carrying out a remedial language program to meet the following objectives:

1. to assess the language and cognitive skills olds who are referred to the remedial language program by the classroom teachers;
2. to prescribe and carry out activities to meet the individual needs of the children;
3. to train a Head Start teacher to conduct a remedial language arts program;
4. to develop materials to be used in the regular classroom to reinforce the special language lessons;
5. to develop materials to be used at home by the parents both during the school year and during the summer months;
6. to involve the parents of these children in the remediation of their child's language disabilities by:
    - a. parent-teacher conferences at school
    - b. home visits by the remedial language teacher
    - c. parent volunteer participation in the group activities
    - d. instruction in carrying out activities by using work sheets and activity guides designed for home use.

B. Program Strategies

Before any educational program can be set up, teachers must first evaluate their situation -- recognizing its strengths and limitations in terms of time, money, resources available, professional expertise, and so forth -- come to some recognition of their own philosophy of education, and provide a structure of organization on which an educational program can be established.

The Smithfield Head Start program was fortunate insofar as it had one teacher who could be freed to work with a remedial language program during the morning hours five days each week. In addition, it had an unused classroom, attractively furnished, in which lessons could take place.

The program was extremely limited in funds, however, and it was immediately recognized that any remedial language program would have to be established without putting a great deal of extra strain on the budget. These strengths (the provision of a teacher and classroom space) and limitations (lack of funds) were taken into consideration in the early planning of the program.

The recognition of an educational philosophy was made possible by reading the Head Start guidelines, which stress that the key to working with handicapped children in particular, and with all children in general, is individualization. Therefore, the staff sought to establish a remedial language program that could effectively meet the individual needs of the children served.

Individualizing a language program need not be looked upon as an insurmountable task. It is unreasonable to assume that in a class of fifteen children no two children will have the same needs. The commonality of all children makes this unlikely. Therefore, one need not imagine that an individualized language program would have to contain fifteen different exercises for the same lesson. Nevertheless, children do have differences in motiviation, ability, background experiences, and so forth, which often demand that the teacher attend to individual needs. The similiarities and differences that are likely to occur in a group of fifteen children simply demand that the teacher prepare a lesson that hits a mid-point in the class interest and ability level, and that the teacher be flexible enough to adjust the task level up or down to accomodate the individuals within the group.

Having looked at the strengths and limitations of the existing educational program and having laid the foundation-stone of our own educational philosophy, we set out to develop a remedial language program that could be adjusted to accomplish just such an accomodation.

C. Selection of Materials

In order to develop a remedial language arts program that could meet the needs of a number of children, and minimize the time the teacher must spend in lesson preparation, it was decided that a commercially-produced language kit would serve as the core of the curriculum.

GOAL - Game Oriented Activities for Learning (Distributed by Milton-Bradely Co., Springfield, Massachusetts), was selected because it met the following criteria:

a) It contains a variety of materials that allow for interesting, varied lessons. These materials include puppets, large picture cards, puzzles, games, small cards for small group activities, lesson plans, and evaluation sheets.

b) It contains lesson plans designed to develop the skill areas outlined in the Illinois Test of Psycholinguistic Abilities, namely:

1. auditory reception
2. visual reception
3. verbal expression
4. manual expression
5. auditory association
6. visual association
7. auditory sequential memory
8. visual sequential memory
9. auditory closure
10. grammatic closure
11. visual closure

c) The lesson plans are sequentially arranged so that the teacher can move from less difficult to more difficult tasks without unnecessary time being spent in task analysis.

d) Lesson plans include a clear statement of the objective of the lesson (behaviorally written), the materials needed, the procedure to be followed, and criterion activities for further development of the lesson, if necessary.

e) An evaluation procedure that allows the teacher to assess the progress of each child and select lessons at either a higher or a lower level for the children in the group.

In order to supplement the GOAL kit, which is not always sufficient for the development of any given skill, since it doesn't provide any follow-up activities that can be done in the regular classroom, we decided to produce worksheets.

(See APPENDIX - "Sample Worksheet")

These worksheets, a sample of which is on the following page, several dual purpose. They allowed the regular classroom teacher to work with the child in order to reinforce the lesson of the day, and they allowed the parents to work with their children by providing them with a simple lesson guide for home use.

D. Establishing a Daily Schedule

In order to work effectively with the children, the sixteen participants were divided into two small groups of eight children each. The first group was to concentrate on a language stimulation program, while the second group was to concentrate more on enunciation, pronunciation, voice control, listening skills, and so forth. By dividing the groups in this manner the teacher was able to select activities that more closely matched the children's needs.

The children met with the language teacher only three days a week. This left the teacher free on the other two days to do home visiting, lesson preparation, evaluation of student progress, and observations in the regular classroom.

The weekly schedule was as follows:

Group I - Language Stimulation	Monday, Wednesday and Friday	(10:00-10:25)
Group II - Remedial Speech	Monday, Wednesday and Friday	(10:30-11:00)
Home Visits, lesson preparation, evaluation, observation	Tuesday and Thursday	(8:30-11:30)

This schedule was found to be very effective since it provided for a concentrated effort on the part of the language teacher to work with the child not only in the special language lessons, but also in the regular classroom and in his home.

E. Screening of Children

In order to select the children who would participate in the remedial language program, the language teacher and the Outreach staff member met with the teachers of the five year olds and asked them to refer children that they felt were in need of some extra work in this area. This called upon the teachers' extensive knowledge of the children in their classes and involved them in the selection process.

Once these children were referred, their test scores on the Peabody Picture Vocabulary Test and the Cooperative Preschool Inventory were examined. Those who were at least one and a half years behind the norm were retained in the screening process.

The language teacher and the Outreach staff member then observed each of these children in the regular classroom setting and filled out an Informal Screening Checklist. (See APPENDIX - "Informal Screening Checklist") In addition, the children were privately screened to see if they could name and tell the use of common objects, if they could repeat six word sentences, if they spoke audibly and intelligibly, and so forth.

Once the screening procedure was completed, the children were then assigned to one of the two groups. Those who were likely to benefit from a special language stimulation program were assigned to Group I, while those who were likely to benefit from remedial work in speech production were assigned to Group II.

F. Training of the Language Teacher

Language development, like development in all other areas, must proceed in an orderly, sequential manner, mastering lesser tasks before more complicated tasks are attempted. This requires that a teacher have an understanding not only of the way in which language develops, but the order in which skills are mastered.

It was obvious from the very beginning that the teachers were unable to recognize the language problems of the children in their classrooms. For example, a teacher might ask a child to recount in her own words the story-line of a story that had just been read to the group as a whole. If that child cannot do so, the teacher might assume that the child "doesn't pay attention," or "fools around," or "daydreams." She may be totally unaware of the fact that this child might be seriously deficient in auditory reception skills, or might be unable to remember events of the story in the order in which they occurred. Thus, instead of being able to work on the development of these skills, the teacher admonishes the child to pay attention.

In order to provide the language teacher with the skills needed to assess the skills of the children in the language program and with the strategies for conducting the language lessons, working with the regular classrooms teachers, and working with the parents of the children in the program, the Outreach staff conducted training sessions each Wednesday for eigth weeks. During these sessions, the teacher was instructed in the use of the GOAL kit, the proper way to evaluate the progress of the children, how to raise or lower the level of the lesson based on the evaluation. In addition, she was guided in the making of worksheets to supplement the lessons, both in the regular classroom and in the home. She was also advised on the making of home visits and the involvement of parents in a volunteer capacity.

While this training was in progress, the Outreach staff member worked with the teacher in the group sessions, teaching a demonstration lesson, then observing the teacher while she carried out a similar lesson. After each of these lessons, the Outreach staff member and the language teacher sat together, evaluated the children's performance, and discussed the strengths and weaknesses of the lesson. Teaching techniques were examined and critiqued. Following this evaluation session, the two staff members decided on the lessons to be taught for the following week, established objectives for each of the children, and decided on "homework" that would be given to each child.

G. Parent Involvement

Parent involvement was considered from the very beginning to be a crucial aspect of the program. Since the children spend about five to six waking hours in the environment of their homes and another five to six hours at school, this dichotomy of the child's day requires that the home and the school cooperate in this remediation effort.

In order to involve the parents the language teacher visited each of the families concerned and discussed their child's progress and problems. She then explained to them the purpose of using teacher-made worksheets at home and instructed them in the use of these sheets.

These worksheets were then sent home each evening, with the instructions that they were to be returned the following day. If a child did not bring a worksheet back, the language teacher repeated her home visit and discussed this problem with the parent again.

When the worksheets were returned, the teacher discussed the sheet with the child. Errors in the assignment were given little attention. The teacher pointed out the correct responses, even though the incorrect may have outnumbered the correct. She then helped the child to do the worksheet over, this time making sure that correct responses were made.

Parents were encouraged to come to the school, meet with the language teacher and discuss their child's progress. They were also encouraged to volunteer during the group language lesson. In this way, they were often able to receive a greater insight into their child's difficulties, as well as to observe effective teaching techniques that could be used at home.

A Parent's Guide to Language Development

In order to extend the language program into the summer months, the language teacher and the Outreach staff member wrote A Parent's Guide to Language Development -- A Summer Language Program for Head Start. (See APPENDIX) This Guide contained a short introudction to the way in which language normally develops in children from infancy to five years of age. It also included a ten page section in which simple language activities were presented. These were activities which could easily be done with materials found around the house. Also, the Guide contained suggestions for working with children, such as the use of praise and reward, the importance of the child's enjoyment of the activity, and so forth. The second section included ninety worksheets, one for each day of the summer months. These worksheets carried their own instruction for the parent and were simple enough to require no monitoring by the language teacher.

H. Summary

This remedial language program sufiered from the fact that it was conceived, at the request of the Smithfield teachers, only in mid-March. Thus, it could not be evaluated in any scientific manner. It did operate long enough, however, for us to be able to see that such a program is not only badly needed but can easily be developed in a regular Head Start Center. It was well received, not only by parents and teachers, but by the children themselves, who were very eager to attend each session and who made observable progress in many receptive and expressive language skills.

APPENDIX

SECTION V

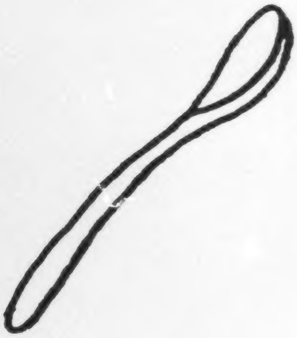
(SAMPLE WORKSHEET FROM THE LANGUAGE STIMULATION PROGRAM)

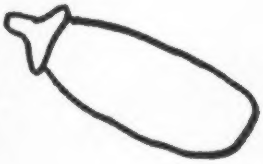
AUDITORY CLOSURE Name: ____________________________

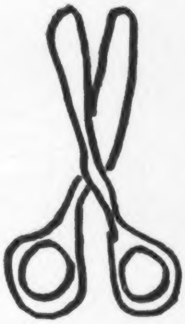
Directions to Parent/Teacher: Say to the child: "Listen to the sentence I am going to make, then put a circle around the picture of the things that will finish the sentence. For example, if I say: "Apples grow on ________" what word would you fill in? Now listen to these sentences and draw your circles:"

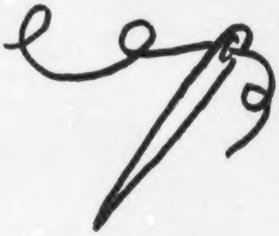
1. At lunch we eat soup with a ___________. (spoon)
2. Babies drink milk from a ______________. (bottle)
3. We use ________ to cut paper and string. (scissors)
4. Mother sews with a _________ and a __________. (needle and thread)
5. Sometimes we have __________ for dessert. (ice cream)
6. We wear a ____________ on our heads. (hat)
7. When we write, we use a ___________ . (pencil)
8. We use ___________ to write on the blackboard. (chalk)

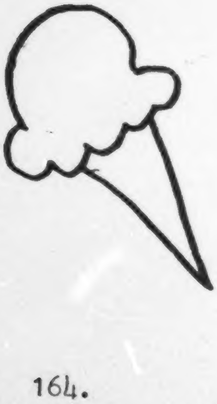
Make sure the child knows all the words for the pictures on the page.

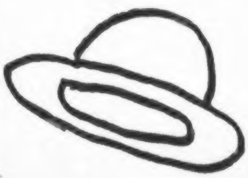


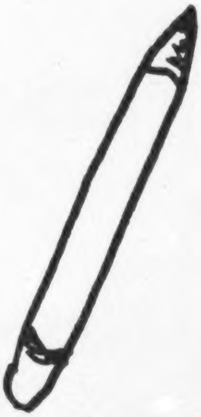


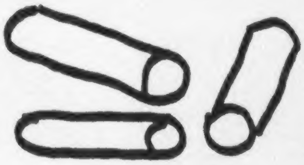












Smithfield Remedial Language Program
Smithfield, North Carolina

Date:__________________

INFORMAL SCREENING CHECKLIST

TASKS										
Responds to adult questions										
Responds in group discussion										
Talks with other children										
Initiates conversation										
Speaks audibly										
Speaks intelligibly										
Shows signs of physical impairment										
Imitates sounds correctly										
Avoids infantile speech										
Enunciates initial consonants										
Enunciates final consonants										
Can name common objects										
Can tell purpose of common objects										
Can repeat six-word sentence										
Can complete unfinished sentence										
Can say name that is understood										
Can say a complete sentence										
Stutters/stammers										

KEY: X - Cannot perform task
- Can perform task satisfactorily
* - Can perform task well

NOTE: Answer yes/no to the questions regarding stuttering, physical impairment, and infantile speech

Outreach Project

PARENTS' GUIDE
TO
LANGUAGE DEVELOPMENT

A Summer Language Program
for
Head Start Children

Prepared by

David C. Wilson
Mary L. Malcolm

Collaboration-Between
Chapel Hill Training-Outreach Project
and
Johnston County N. C. Community Action, Inc.
to Serve
Young Handicapped Head Start Children

Anne Sanford, Project Director

1974

TABLE OF CONTENTS

WHAT IS LANGUAGE DEVELOPMENT? 1

LANGUAGE GAMES FOR PARENTS AND CHILDREN 3

A. Names of everyday objects
B. Names of colors
C. Names of shapes
D. Names of relationships
E. Names of opposite words
F. Names of the parts of things
G. Names of means of transportation
H. Concepts of taste and touch

HOW TO WORK WITH YOUR CHILD 8

HOW TO USE THE SUMMER WORKSHEETS 10

WORKSHEETS 11

WHAT IS LANGUAGE DEVELOPMENT?

Language is more than just the ability to talk. We are using our language when we listen to and understand what others say to us, when we read what others have written, and when we are writing down our own thoughts. Language is one of the most important differences between human beings and animals. Only humans can communicate with words. Only humans can read and write their thoughts. And only humans can teach their children how to do these things.

Children can do none of these things when they are born. They must learn to communicate with others. This is the most important thing they will ever have to learn--and it is the hardest thing that they will ever have to learn.

Children learn to use language in a step-by-step way. They do not get it all at once. As soon as they are born they cry to us that they are hungry. This is the first time that they communicate with language (though crying isn't really language, strictly speaking.) Later, they experiment with "babbling," "cooing and gooing," and with a wide range of different, but meaningless sounds.

Before a child is one year old, he begins to have one or two words that have real meaning to him. Usually this word is "mama," but sometimes it is a word for food, or the dog, or something that interests him.

As soon as he realizes that this word has meaning, he quickly begins to learn other words that get him what he wants.

After a while, he puts two words together and makes a sentence, such as "chair rock," or "hurt me." These sentences begin to grow in length. Pretty soon he can make three and four word sentences, such as, "Mama want cookie," or "Mama, look, dog pretty."

The child's vocabulary begins to grow very quickly and by the time he is ready to enter the first grade he has thousands of words that he can use. It is very important that the child has so many words because he will need them to understand what the teacher is trying to teach, to make sense out of his lessons, and to begin to read and write.

During the school year, your child increased his vocabulary and improved his use of language. He played language games, did work sheets, listened to and told stories, played with puppets, sang songs, listened to records. In all of these activities, and in many more, he gradually made progress in his language ability. If he is not going to lose what he has learned, however, he needs to practice during the summer months.

This is where only you can help your child. You can be the teacher during these months and can make sure that when September comes, your child is ready to use the language he will need in the first grade.

This is why we have prepared this PARENTS' GUIDE TO LANGUAGE DEVELOPMENT -- so that you and your child can work and play together, and he can continue to develop his language.

This PARENTS' GUIDE is divided into three separate parts:

1. Suggestions for working with your child in a pleasant, happy manner. It is only when you are both enjoying what you are doing that any learning can come out of it.

2. Language Games that either you or your older children can play with your child that will help him improve his language skills.

3. Worksheets containing short games and activities that you can use every day during the summer months. This GUIDE includes ninety of these worksheets, and each worksheet carries directions for using it.

We hope that you will use and enjoy this Summer Language Program. We know that your child will enjoy it and will pester you for more. Give him all the time you can spare.

LANGUAGE GAMES FOR PARENTS AND CHILDREN

Why is it important to build my child's vocabulary?

In order for a child to express himself well, to understand what his friends and his teachers are saying, and to learn to read, he must have a large number of words that he can use and understand. The following activities can be used to help your child build a storehouse of words that will help him to be able to do all of these things.

A. Learning the names of everyday objects

1. Point to things around the room and ask him to tell you the name of each object.
2. Ask him to tell you what each object is "for." Example: "What do you use this (a broom) for?" "For sweeping."
3. Take a walk and ask him to tell you the names of the things you see: a bush, a tree, an oil truck, a rose, etc.
4. Ask him to name things that are in the same class. For example: in the class of "birds" there are robins, bluejays, mocking birds, cardinals, etc. (See if you can point out different kinds of birds on your walk.) Name different kinds of trees, rocks, flowers, cars, and so on.
5. Walk around your own house and have him point out and name all of the different machines: sewing machine, washing machine, refrigerator, television, radio, and so on.
6. Ask him to name all of the things that he likes to eat; all of the things that he doesn't like to eat.
7. Go to the closet and let him name all of the clothes that he finds there: skirt, sweater, pants, coats, hats, dresses, etc.
8. Go to the refrigerator and ask him to name all of the different kinds of food that he finds there: milk, margarine, pickles, mustard, etc.
9. Sit with him and browse through a magazine. Encourage him to talk about the pictures he sees. Teach him new words that he doesn't know.
10. Put a large number of objects in a pillow case. Let him reach into the pillow case and tell you what the objects are, without letting him look at the objects.

B. Learning the Names of Colors

1. Show him a picture of the color "red," (or another color). Ask him to walk around the house and point out all the objects that he finds that are red. Be sure to let him make sentences about each object: "This is a red sweater." "This ketchup is red."

2. Cut out pieces of colored paper: red, blue, yellow, green, purple, black, white, and orange. Spread these pieces of paper in front of him on the floor. Say: "Can you find the black piece of paper?" "Can you find the yellow piece of paper?" After each color, say: Show me something in this room that is the same color as this piece of paper."

3. Get a set of food colors and let him choose a color to put in food. You can let him put a few drops in his milk (green milk really doesn't taste bad!) or in mashed potatoes, or in rice while it is cooking.

4. Let him mix colors and tell you what new color he comes up with. Use crayons and let him color a patch red. Then color over the red with a yellow crayon. Ask him what new color he has made. Color over red with blue; over any color with white, etc.

C. Learning the names of shapes: circle, square, triangle, round, oval, etc.

1. Show him a picture of a circle, or get a ball. Ask him to tell you what shape this is. Then ask him to find other things in the house that are round.

2. Draw a picture of a circle, or square, or some other shape. Let him copy your drawing. Ask him to name the shape. Ask him to draw a picture using that shape. For example: a square can be made into a house, a truck, a jack-in-the-box, and so on.

3. Put a square, a circle, a rectangle and a triangle in front of him. (Cut the shapes out of paper.) Ask him questions regarding shapes: For example: "If I were a short fat person, which shape would I be?" "If I wanted to draw a roof on a house, which shape would I use?" "If I needed a box to put a puppy in, which shape would be a box?"

4. Using the shapes that you have cut out, and a number of others like them, let the child paste them onto another piece of paper. When he has finished, ask him to tell you what he made a picture of. Ask him to tell you the names of all of the shapes that he used in his picture.

5. Cut shapes out of paper and let him tape them on his closet door or on his walls. When you are in his room, point to the shapes and ask him to tell you what they are.

6. After he knows his shapes well, play a game without using the pictures. Say "I am thinking of a shape that has three corners. What is it?" I am thinking of a shape that has no corners and is like a ball. What is it?" If he cannot do this, show him the shape you were thinking about and ask him to count the number of corners that it has.

D. Learning the names of relationships: in, on over, under, next to, in front of, behind, inside, outside, between, near.

1. Give him a piece of candy. Say: Put the candy on your head. Put it behind your back. Put it in your mouth (and let him have it as a treat.)

2. Play a "treasure hunt" by hiding small pieces of candy or popcorn around the house. Give him clues to find them by using the words listed above. Say: "One of them is near the sewing machine. One is under the flower pot. One is behind the chair. One is above the lamp."

3. Find a picture in a magazine and ask questions like: "Is the horse in front of the man or behind him? Is the man inside the car or outside the car?"

4. When giving directions to the child, try to use these words. For example, instead of saying, "Please take this to the kitchen," say: "Please take this to the kitchen and put it on the counter." "Put this bottle next to the other one."

E. Learning the names of opposite words: big/small, fat/skinny, tall/short, fast/slow, early/late, up/down, in/out

1. Browse through magazines and find pictures that can be used in a conversation with your child. For example, in a picture of children playing, ask: "Do you see the small child? Do you see the big child? "These are children and they are swimming. These children are not. Point to the children who are wet. Point to the ones who are dry."

2. Tell the story of the "Tortoise and the Hare." Discuss fast and slow. "Why did the hare think that he could win?" "Does a tortoise run fast or slow?"

3. Play a movement game with your child and try to use many different opposite words:

   a. walk slowly
   b. walk fast
   c. take heavy steps
   d. take light steps
   e. jump up
   f. sit down
   g. make a loud noise with your hands
   h. make a soft noise with your hands

Continue this game, trying to think of many different opposite words.

4. Give your child a pencil or crayons and a piece of paper. Ask him to:
   a. draw something fat (thin)
   b. draw something smooth (rough)
   c. draw something big (little)
   d. make a short line (long)
   e. make a curvy line (straight)

5. When you are doing everyday things with your child, try to remember to point out these words to him. For example, when you are eating, ask him "Is this a big plate or a little plate? Is this ice cream cold or hot? Are potatoes light or dark?" When you are dressing, ask: "Is this coat for warm weather or cold weather? Is this shirt light or dark?" Do this in many different situations throughout the day.

F. Learning the parts of things:

1. Show your child that things are made up of many different parts. Take a flower and let the child take it apart and find as many different parts as he can (pistil, stamen, petals, stem, leaves, pollen, etc.

2. Go out to the car and have him name as many different parts of the car as possible (hood, trunk, seats, steering wheel, etc.)

3. If you have an old clock, or an old radio, let him take it apart, instead of throwing it away. He will enjoy seeing all the different parts that are inside. Be sure to help him name the parts of whatever he takes apart. Also, name any tools that he uses to take it apart: screwdriver, scissors, pliers, etc.

4. Get a magnifying glass and let him look at small things to see how many parts they have. For example, a butterfly (under a magnifying glass) has wings, "feelers," legs, hair on his legs, and so on. This is a good way to get the child to explore an object carefully and to talk about what he sees.

5. When you set the table, ask the child to tell you all of the things that are used on the table (knives, forks, spoons, plates, glasses, etc.) These are the "parts" of a table setting.

G. Learning the names of means of transportation

1. Find as many pictures of vehicles as possible in magazines: cars, trucks, ambulances, airplanes, bicycles, etc. Let the child cut these pictures out and paste them on a big piece of paper or cardboard. Help him name each vehicle and ask him to tell you what each is used for.

2. Make sentences and leave them unfinished so that your child can finish them for you. For example: Say: "When we want to go to the store we ride in our _________." "When someone is sick, they go to the hospital in an _____________." "When we are in a hurry to get to another city, we can fly in a _____________." "Big children ride on_____________, but small children ride on________."

3. Get a large cardboard box and help him make it into some vehicle (bus, truck, etc.) If possible, let him paint it. If not, you can write on the side of it with a crayon ("Smithfield Bus Lines" or "Oil Truck"). Play with him, or encourage other children to play with him, so that he talks bout his vehicle and the things it does (takes) food to the grocery store, carries sick people to the hospital.)

4. Give him a crayon and some paper and let him draw his favorite vehicle. After he has drawn his picture, talk to him about it. Ask him where his vehicle might go (hospital, store, airport). Ask him what he might carry in his vehicle (people, animals, oil). Ask him to make a sound that his vehicle might make.

H. Learning concepts of taste and touch: sweet, sour, salty, bitter, rough, smooth, spongy, soft, etc.

1. Put different foods on a plate and let him taste each one. Have him tell you if they are sweet, sour, bitter or salty. Use salt, sugar, lemon, honey, ketchup, mustard, vinegar, salt, meat, and other items.

2. Blindfold him and ask him to tell you what he is eating. Use pieces of apple, orange, onion, ketcup, salt, meat, and other items you have in the refrigerator or cupboards.

3. Whenever you are cooking or baking something, encourage him to taste the ingredients and to tell you how it tastes. Make sure he uses words like "sweet," "salty," etc., rather than just "good," "bad" or "o.k."

4. Dinnertime is a perfect time for encouraging your child to talk. Lead him into conversation about the food. Ask him to tell you the names of the vegetables, the meat, and the other things on the table.

5. Make a collection of many things that feel different: sponge, sandpaper, cotton balls, stones and rocks, fur, feathers, etc. Teach him the words for "hard, soft, rough, smooth, spongy, scratchy, etc."

6. Put these objects in a bag. Ask him to reach in, without looking, and to pick up one of the objects. Ask him to tell you if it is smooth, rough, and so on. After he tells you how it feels, ask him to tell you what it is. Then check to see if he is correct.

HOW TO WORK WITH YOUR CHILD

Many parents believe that they do not have the knowledge and training that is required in order to teach children. This simply is not true. Parents have a wonderful opportunity for teaching their children because, unlike the teacher, who has a class of twenty to thirty children, parents can work with one child at a time. In addition, the parent already has a warm, loving relationship with her child. This relationship helps the child to feel comfortable and secure, feelings which make it much easier to learn rapidly.

Teaching language at home is very easy if the parent remembers and follows these suggestions:

1. SPEND FIVE MINUTES EACH DAY WITH YOUR CHILD--Set aside some time each day and work with your child in trying to develop his language ability. Just this little bit of time spent will produce results if it is done regularly.

2. SET A GOOD EXAMPLE -- Try to remember to speak clearly and carefully so that the child can copy the way you speak. Try to use complete sentences, so that he will be encouraged to use them too.

3. FIND INTERESTING THINGS TO TALK ABOUT -- Using magazines, games, and walks in the woods or through the neighborhood, try to point out interesting things that your child will want to talk about. Start conversations about things that he will find interesting.

4. PROVIDE OPPORTUNITIES FOR PRACTICE AND REPETITION --Language development doesn't come easily. It requires the child to repeat words and sentences until he knows them well. Don't think that he knows it well just because he did it correctly once. He needs to do it again!

5. MAKE SURE THAT HE IS ENJOYING HIMSELF --If you think that he is not enjoying what you are doing, stop doing it. Try to find something else that he will enjoy more. If he can't do a worksheet or doesn't want to do it, don't force him. He'll get around to it later.

6. PRAISE AND REWARD HIM OFTEN -- Everyone likes to be praised for what he does well. Always find something that he did correctly and tell him that you think he did it very well. This will encourage him to do more. If he feels that he doesn't do things well, he might not want to try again.

7. TEACH HIM NEW WORDS -- When you are talking with your child, try to teach him new words. Ask him to tell you what a new word means, or encourage him to use the new word in a sentence. Children need to be constantly building their storehouse of new words.

If you try to keep these few simple rules in mind as you work with your child, you will be surprised at how much progress he can make during the summer months. The payoff will come in September, when your child finds entrance into the first grade to be a happy and easy thing.

HOW TO USE THE SUMMER WORKSHEETS

This PARENTS" GUIDE includes ninety worksheets -- one for every day of the summer. Using them is a very easy task. The directions are on each worksheet and will tell you how to use each of them.

It is suggested that you use one worksheet a day. If you see more than one, your child might get bored and feel like he is doing "homework." These worksheets are not "homework!" They are language games that will help him to increase his vocabulary and to prepare himself for reading and writing.

You should read the directions on each worksheet and follow them exactly as they are written. After your child has finished his worksheet he can color it, discuss it with you, draw on the back, or do anything that he would like to do.

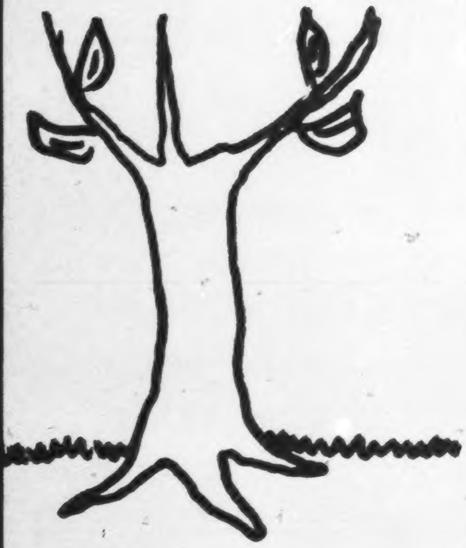
Just remember to offer him encouragement while he is doing the worksheet, and praise his efforts afterwards.

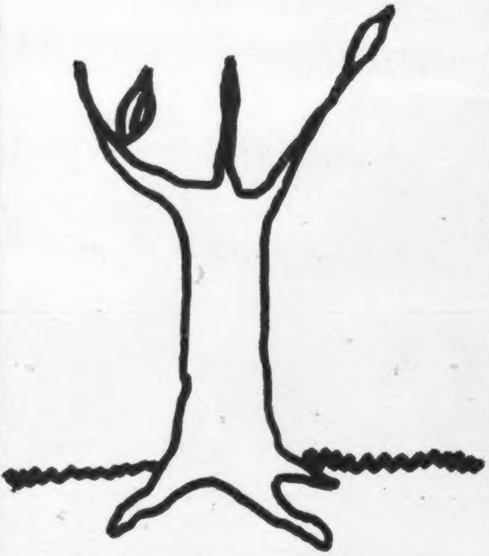
Name_______________________

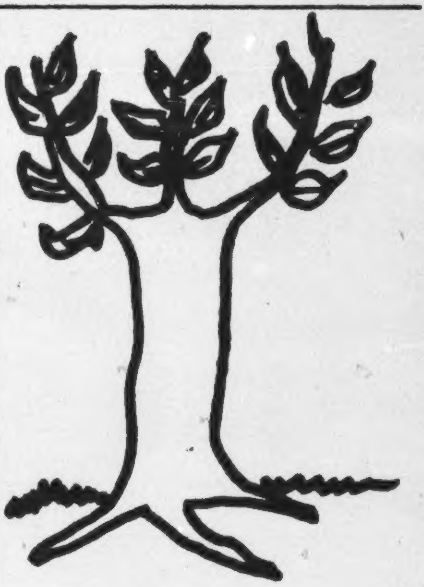
GRAMMATIC CLOSURE

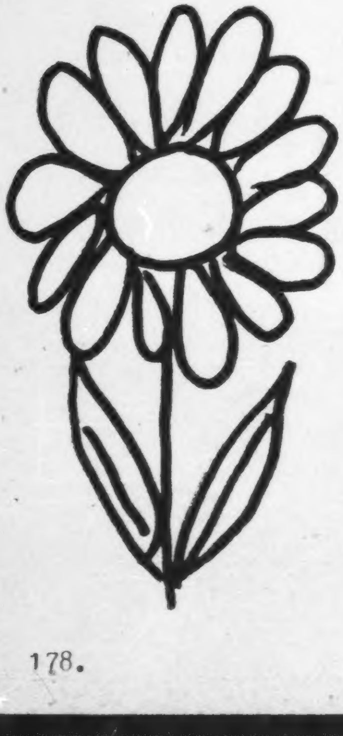
Directions to the Parent/Teacher: Ask the child to look at the three trees and put an X on the one that has the most leaves. Then ask him to circle the one that has the least or fewest leaves.

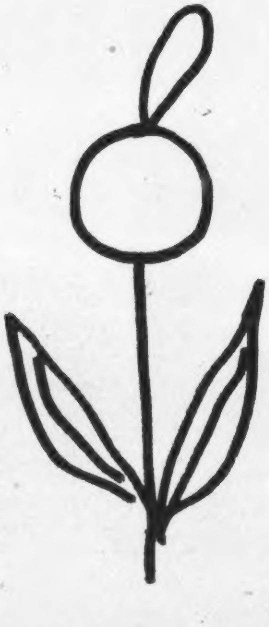
Ask him to put an X on the flower with the most petals. Then circle the flower with the fewest petals.

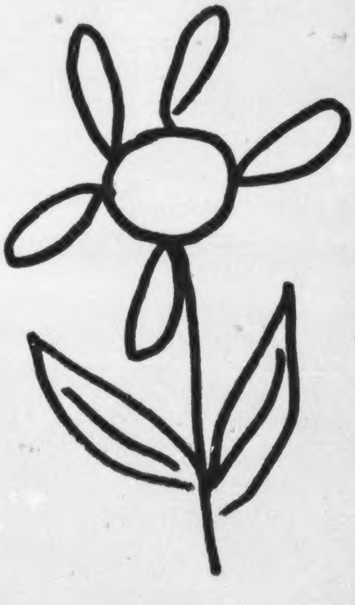












SECTION VI

DISSEMINATION OF PROGRAM STRATEGIES

VI. DISSEMINATION OF PROGRAM STRATEGIES

A major goal of the Chapel Hill Outreach Project is the dissemination of the development, implementation, and evaluation of strategies and materials which facilitate services to young handicapped children.

As a BEH Exemplary Program of Services to Young Handicapped Children, an established forum for dissemination of the Chapel Hill Smithfield Model has been utilized. One hundred fifty six (156) BEH First Chance Network Projects will share in media and materials developed in the Smithfield Project.

The Chapel Hill Project receives Office of Child Development funding to coordinate the training of Region IV Head Start personnel in services to the young handicapped child.

The Chapel Hill materials form the basis of the eight-state regional effort to mainstream handicapped youngsters in Head Start. The Smithfield media and materials have been reproduced for dissemination to the Region network. (See APPENDIX: Region IV Network)

National dissemination of Smithfield products has been enhanced through the services of the Denver, Colorado Project which is coordinating technical assistance to the fourteen OCD-BEH collaborative projects. Smithfield products were shared in a national conference of the Head Start Regional Directors and representatives of the fourteen experimental programs in August 1974.

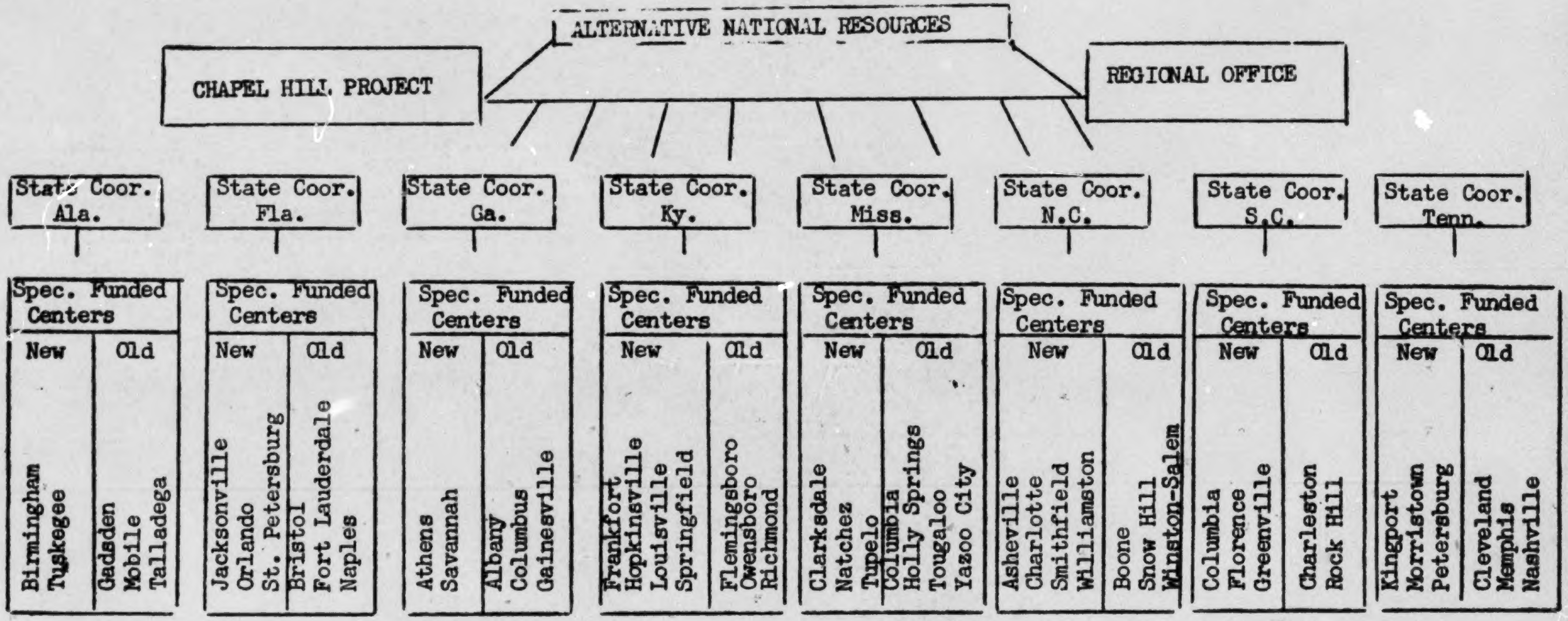
These established systems of dissemination have facilitated an extensive process of sharing which has enhanced replication of the Chapel Hill-Smithfield Model of training services to Head Start.

APPENDIX

SECTION VI

PROPOSED

1974-75 REGION IV NETWORK



State Coor.	Spec. Funded Centers: New	Spec. Funded Centers: Old
Ala.	Birmingham Tuskegee	Gadsden Mobile Talladega
Fla.	Jacksonville Orlando St. Petersburg	Bristol Fort Lauderdale Naples
Ga.	Athens Savannah	Albany Columbus Gainesville
Ky.	Frankfort Hopkinsville Louisville Springfield	Flemingsboro Owensboro Richmond
Miss.	Clarksdale Natchez Tupelo	Columbia Holly Springs Tougaloo Yazoo City
N.C.	Asheville Charlotte Smithfield Williamston	Boone Snow Hill Winston-Salem
S.C.	Columbia Florence Greenville	Charleston Rock Hill
Tenn.	Kingport Morristown Petersburg	Cleveland Memphis Nashville

Each Specially Funded Center relates to other Head Start Centers in its own cluster, serving from 200 to 1,300 children with approximately 10 children per teacher.

Region IV Total Head Start Enrollment: 116,879 (1973)
Handicapped Children: 11,688 (1973)

SECTION VII

CONCLUSIONS

VII. CONCLUSIONS

The training program was effective in increasing teacher competence in assessing and improving the children's skills. The data indicated that there was general improvement in the skills of all children. The children who had been referred to the resource room due to skill deficiencies made the most significant improvement.

The teachers were cooperative in all areas of the training program and changes in teacher behaviors were noted in the organization and scheduling of classroom activities, in their ability to assess and refer children who were in need of special services and in providing these services. Their concern for the welfare of each child was evident from the beginning of the program, and this concern became the foundation on which these skill improvements were based.

Several deficiencies in the training program became evident by the middle of the year. The trainers felt that too much content was included in each training session without an adequate means of evaluating the progress of the teachers in implementing all of the ideas in their classroom. Thus, future training programs ought to consider evaluating each teacher's competence in implementing each component of the course in her classroom before new material is introduced.

The limited amount of teacher involvement in the early part of the training contributed to a lack of motivation and interest. This was corrected by the employment of small-group sessions and the adoption of the ideas of the teachers.

Outside consultants and trainers are probably less able to comprehend and relate to the comprehensive services and the internal structure of the local Head Start program than are the members of the local administrative staff.

Therefore, a greater degree of success could reasonably be expected when the educational supervisor and the program director are actively involved in the training program. This observable concern on the part of the administrators communicates to the teachers a sense of close cooperation among all of the participants.

For the purpose of replication the following suggestions are offered:

1) Training participants ought to be actively involved in every component of the training, and ought to demonstrate competence of each component in their individual classrooms.

2) Training participants ought to expect to demonstrate their skills in the presence of the trainers.

3) Local administrators and supervisors ought to participate in the training and should be able to assess the progress of the teachers.

4) A resource room ought to be established as a means of training regular classroom teachers, as well as of providing direct services to developmentally-delayed children.

APPENDIX

SECTION VII

PROGRAM SUMMARY

Objectives	Procedures	Outcomes
A. To screen eligible candidates and all children enrolled in the Johnston County Head Start Program for mental, physical, or emotional handicapping problems.	A. 1. During one week of preservices training and four one-hour in-service training sessions, the Head Start teachers were taught to administer and score the following standardized tests: (a) Peabody Picture Vocabulary Test (b) Frostig Developmental Test of Visual Perception (c) Cooperative Preschool Inventory (Caldwell) 2. The Smithfield teachers completed a Behavioral Checklist. 3. The resource room teachers completed an Informal Evaluation Checklist on children for whom referrals were recommended. 4. Consultation time was provided with the Outreach staff to discuss special services for the children who had been referred.	A. 1. The tests were administered by the Head Start staff to 210 children, and 153 received the complete bettery. (Note: Only the first subtest of the Frostig was appropriate for these children.) Sixty-four (64) children were referred to the resource classroom as a result of this screening process.

Objectives	Procedures	Outcomes
	5. All children in the Smithfield Center were screened for language or speech deficiencies, using (a) Peabody Picture Vocabulary Test (b) Cooperative Preschool Inventory (Caldwell) (c) Informal Screening Checklist	5. The Outreach staff member and the Head Start language teacher screened twenty (20) children who had been referred by the regular classroom teachers. Sixteen (16) children were selected to participate in the Language Stimulation Program.
	6. Consultation time was provided with the Outreach staff to discuss screening procedures for language and speech deficiencies.	6. 24 teachers received 192 hours of consultation on screening procedures.
B. To secure specialized medical or psychological diagnostic evaluations of children for whom further assessment seems appropriate.	B. Children with special needs were considered and services were sought. When possible, services in Johnston County were utilized. When this was not possible, the children were referred to agencies in Chapel Hill and Raleigh.	B. The Director of the Raleigh D.D.D.L. (Division for Developmental Disorders in Learning) observed the program and consulted with the Johnston County Head Start medical staff. Two (2) children were referred to the D.D.D.L. at the University of North Carolina at Chapel Hill for speech evaluation. Only one child was evaluated, however, as the other was unable to keep his appointment. A program was prescribed for the child who received the evaluation and the prescription was carried out in the Smithfield Head Start Center Resource Room by the WIN Mother.

Objectives	Procedures	Outcomes
C. To develop a behavioral assessment of the existing skills of all children who score 1½ years below the norms on any of the screening instruments.	C. 1. The teachers administered the above-mentioned screening instruments. 2. During six two-hour training sessions (in-service) the teachers were taught to use the Learning Accomplishment Profile (LAP). Consultation in the regular classroom was also provided.	C. 1. 59%, or ninety (90) children were identified as being at least 1½ years below the norms on at least one of the screening instruments. 2. A developmental profile was completed on forty-eight (48) high risk children as a part of the training. Thirty-four (34) developmental profiles were completed by the resource room teachers.
D. To establish a Resource Center for the development, implementation, and demonstration of prescriptive developmental programs for handicapped Johnston County Head Start children.	D. 1. A Johnston County Head Start classroom was provided as a center for resource services. This room was equipped, furnished, and an observation booth was constructed. 2. A daily schedule was established and a prescriptive developmental program was implemented.	D. 1. Resource services were provided in the Resource Center to thirty-four (34) children. 2. A prescriptive developmental program was established for each of the 34 children served in the Resource Center.

Objectives	Procedures	Outcomes
	3. A member of the Outreach Staff observed the complete Resource Room schedule at least once a week for the entire year. The Resource Room teachers and members of the Outreach staff met two hours a week to plan programs for individual children and general classroom procedures. The Resource Room teachers participated in the weekly training sessions presented by the Outreach staff. These training sessions included: (a) Assessment of the child's skill deficiencies (b) Preparation of behavioral objectives to meet the needs of each child (c) Preparation of lesson plans to accomplish objectives (d) Evaluation of lesson plans to determine if objectives are being met (e) Teaching strategies for implementation of lesson, including techniques in 'error-free learning", individualized instruction, and small-group teaching. (f) Behavior modification techniques	3. The Resource Teacher and the Assistant Teacher were able to carry out all of the activities of the Resource Center, including: assessment of the children; writing of prescriptive programs; teaching based on behavioral objectives; and behavior modification.

Objectives	Procedures	Outcomes
E. The Chapel Hill Project will supervise the development **and** implementation of a prescriptive program designed to increase optimum development of handicapped* children enrolled in the Johnston County Head Start Program. *Note: "Handicapped" refers to the definition expressed in current O.C.D. guidelines.	E. The Resource Room teachers were trained to assess the children using the LAP. With the LAP as a guide, the teachers were taught to develop appropriate behavioral objectives for each child. The lessons which are a part of the prescriptive program were derived from these objectives. Each lesson plan was critiqued by an Outreach staff member before the lesson was taught for the first six months of the program.	E. Of the 34 children enrolled in the Resource Center, 100% increased in all skill areas as well as in their rate of development.
F. The Chapel Hill Project will supervise the extension of each child's individual prescriptive program to the regular Head Start Classroom.	F. The Resource Room teachers prepared a prescriptive program which designes procedures for the regular room teachers to use to meet objectives for the child as he returns full-time to the regular class. An Outreach staff member made additions to these programs, then gave these prescriptive programs to the regular room teacher and discussed ways of implementing the program in the classroom. The Outreach staff met periodically with the regular room teachers to assess the progress of the child and to develop teaching strategies for each objective.	F. Prescriptive programs were prepared on 100% of the children when they returned to full-time participation in their regular class. The regular room teachers and Resource Room teachers met periodically to re-evaluate the objectives of the prescriptive programs on each child. The regular room teachers were able to carry out programs designed in the Resource Room and to extend the prescriptive programs. The scores on the Cooperative Preschool Inventory indicate that the difference between the pre and post scores was greater for the children served by the Resource Room than for those not served. The children in the regular classrooms who were not referred to the Resource Room achieved a mean score in percentile points of 63 in October and 85 in May, representing a difference of 12 percentile points.

Objectives	Procedures	Outcomes
G. The Chapel Hill Project will supervise a program for parent involvement in the prescriptive program.	1. The Resource Room teachers sent written behavioral objectives to all parents of children in the Resource Room.	G. 1. The families of all thirty-four children enrolled in the resource room received written behavioral learning objectives for their children.
	2. The Family Services worker asked parents to indicate a priority of services and learning objectives for their child(ren) on the Parent Priority of Services Scales.	2. 85% of families of children enrolled in the resource program completed this form.
	3. The Resource Room teachers sent Home Follow-up sheets to all parents of children in the Resource Room.	3. Bi-monthly Home Follow-up sheets were sent to 83% of the families of children in the Resource Room.
	4. The Resource Room teachers conducted a minimum of three parent-teacher conferences with parents of children enrolled in the Resource classroom.	4. 94% of families of children enrolled in the Resource classroom received a minimum of three parent-teacher conferences.
	5. Newsletters were sent to parents of children in the resource program.	5. Periodic newsletters were sent to families in the resource program.
	6. Ten (10) families were identified to participate in a pilot home training program.	6. The children and families designated by the teachers as needing intensive work were enrolled in the home training program. Each family enrolled in this program received a minimum of fifteen weekly home visits by the home trainer.

Objectives	Procedures	Outcomes
	7. All children enrolled in the Resource Room received a minimum of three one-hour visits by the staff of the Head Start program.	7. All thirty-four of the children enrolled in the resource program received at least three one-hour home visits.
	8. Families of handicapped children received a guide to services available to handicapped children.	8. All thirty-four of the families of children enrolled in the resource program received a copy of A Community Guide on Resources to Families of Handicapped Children in Johnston County. (A copy of this guide is available from the Johnston County Head Start office.)
H. Each handicapped child enrolled in the Resource Program will increase skills in cognitive, social, fine motor and language skills.	H. The thirty-four children enrolled in the Resource classroom were given a battery of standardized tests, including:	
	1. Peabody Picture Vocabulary (pre- and post-tests)	1. Peabody Picture Vocabulary Test (a) Pre-test: 2 years below norm (b) Post-test: 1 year, 2 months below norm
	2. Cooperative Preschool Inventory (pre- and post-tests)	2. Cooperative Preschool Inventory (a) Pre-test mean score in percentile points: 31.

Objectives	Procedures	Outcomes
	3. Frostig Developmental Test of Visual Perception (test was selectively administered. Most children could not perform the tasks on the pre-test and received the post-test only.)	(b) Post-test mean score in percentile points --65
	4. In addition, the children were assessed by means of the LAP, the classroom teachers' observations, and observation by the resource teachers of the child in the regular classroom setting.	4. LAP (a) Initial mean rate of normal development: 81% (b) Mean rate of normal development in May: 90% (c) Average duration of time in Resource Room: 3.7 mos.
I. The Chapel Hill Project will train the Johnston County Head Start teachers in the development of the young handicapped child.	I. 1. Outreach staff training of Johnston County Head Start teachers in the development of the young handicapped child consisted of: (a) workshops (b) consultation (c) observation (d) evaluation (e) small group work 2. Teachers were trained in the following areas: (a) Working with handicapped (b) Test administration (c) Positive reinforcement (d) Behavior modification (e) Task analysis	I. The Johnston County Head Start staff received the following training: 1. Total Johnston County Head Start Staff: 65 hours (x 24 teachers) 2. Head Start local coordinator: (40 hours (x 1 coordinator) 3. Smithfield teachers only: 64 hours (x 14 teachers) 4. Resource Room teacher and aide: 225 hours (x 2 teachers) 5. WIN Mothers: 120 hours (x 2 WIN Mothers) 6. Language teacher: 24 hours (x 1 teacher) 7. Head Start family coordinator: 160 hours (x 1 coordinator)

Objectives	Procedures	Outcomes
	(f) Curriculum (g) Error-free learning (h) Working with families (i) Skill assessment (j) Use of materials (k) Classroom organization (l) Working with small groups (m) Use of learning centers (n) Scheduling of activities	A total of 588 hours of training, or 3390 staff hours of training were provided by the Outreach Project to the Johnston County Head Start Program.
	3. Groups trained include: (a) Resource teacher and aide (b) Teachers in the Smithfield Center (alone) (c) All Johnston County Head Start teacher and aides (d) WIN Mothers (e) Head Start local coordinator (f) Head Start family coordinator (g) Language teacher	
		4. The effectiveness of the training program was measured behaviorally; that is, the teachers were able to perform the following tasks satisfactorily: (a) Organize their own classrooms to facilitate the implementation of a program of individualized instruction (b) Increase the amount of time spent in small group activities.

Objectives	Procedures	Outcomes
		(c) Raise the performance level of their children on the PPVT, the Cooperative Preschool Inventory and the LAP. (d) Develop curriculum units that focused on a single concept, and teach that unit, with tasks of graduated difficulty, for one full week. (e) Revise the LAP for use in Head Start classrooms (f) Develop Skill Development Cards to accompany the LAP. (g) Establish behavior management programs for individuals within their classrooms (h) Carry out the prescriptive programs for children from the Resource Room, individualizing their instruction for each child. (i) Prepare behavioral objectives based on the LAP assessment (j) Carry out successfully a two-day workshop in which they demonstrated the assessment and teaching techniques.

Objectives	Procedures	Outcomes
		that they learned through the training program.
J. The Chapel Hill Project will provide consultation and supervision in the year-end placement and follow-through services for Johnston County handicapped Head Start children who enter public school.	J. 1. The Outreach Project conducted an eight-hour workshop for Johnston County first grade teachers on August 21-22, 1973.	J. 1. The response was so positive that the Outreach staff has been extended an invitation to repeat this training in August, 1974.
	2. Year-End Evaluations were prepared by the Resource Room teachers for every child served in the Resource Room.	2. These reports will be sent to child's teacher in the fall.
	3. The Outreach Project staff discussed the placement of handicapped children in the public school with the principals of the Smithfield schools. Public school principals observed the resource classroom and discussed the mainstreaming of these children into the regular first-grade classroom.	3. At this time no special considerations have been made for these handicapped children by the Johnston County Public School principals.
K. The Chapel Hill Project will coordinate the dissemination and demonstration of program strategies, teaching methods, and curriculum developed in the collaborative program.	K. 1. The Smithfield Head Start teachers were organized into small groups to produce materials that would be useful to themselves and to teachers in other Head Start programs.	K. 1. The teachers produced the following materials: (a) A Revised LAP, which can be used to assess the skills of an entire class on one page. This revision eliminated items below the 24-month level, making this assessment instrument more appropriate to the general Head Start setting.

Objectives	Procedures	Outcomes
		(b) Two hundred sets of two hundred and thirty (230) Skill Development Cards, which provide teaching strategies for developing skills assessed by the LAP. (c) A book of Correlated Activities designed to provide unit lesson plans, each plan covering one full week of teaching. (d) A slide-tape show on behavior management that can be used to introduce the fundamentals of this technique to other Head Start teachers.
	2. The Smithfield Head Start teachers, under the coordination of the Resource Room teachers, conducted a two-day workshop May 16-17, 1974, attended by forty-eight people, representing eighteen different North Carolina agencies concerned with the education of the handicapped.	2. During this workshop, the participants were introduced to the strategies, teaching methods and materials of the Smithfield training program. All of the participants indicated that the workshop was appropriate and extremely useful.

Objectives	Procedures	Outcomes
	3. The Outreach Staff and the Smithfield teachers produced the following media presentations to be used in the dissemination of program strategies: (a) Slide-tape shows: (1) Behavior Management (2) Language Stimulation (3) Individualization in Head Start (4) Using the LAP in Head Start (5) A Resource Room in Head Start (b) Video-tapes: (1) A Home Program in Head Start (c) Printed materials: (1) A Parent's Guide to Language Development (2) The Smithfield Revision of the LAP (3) Skill Development Cards (4) Correlated Activities (Curriculum Units)	3. These materials were used to demonstrate the program strategies, teaching methods, and curriculum developed in a workshop for Region IV Coordinators, with a view to disseminating these materials nationally.
	4. The Program was demonstrated to visiting groups in the observation booth at the Smithfield Center.	4. Visitors to the observation room included Head Start personnel from Region IV, the principals and teachers of Johnston County, members of educational, psychological and medical programs from all over North Carolina, teachers

Objectives	Procedures	Outcomes
	5. The Outreach Project is disseminating the Smithfield program strategies by means of a monograph.	teachers and directors of day care centers for the handicapped, the Head Start teachers from the Johnston County Head Start program, and others. 5. The Smithfield monograph is available to any agency wishing to replicate the Smithfield program.
L. The Chapel Hill Project will prepare a year-end evaluation report with a systematic analysis of procedures for effectively serving handicapped children.	L. A complete report is being prepared which will: 1. Compare pre-and post-test data on children in the Resource Room 2. Compare pre- and post-data on children full time in regular classrooms 3. Compare pre- and post-information on teachers: (a) room arrangement (b) scheduling (c) materials (d) teaching method 4. Evaluate training techniques 5. Provide a model for replication 6. Make recommendations for improvement	L. Copies of the complete Smithfield Report will be disseminated to B.E.H. and Head Start personnel in August, 1974.

Objectives	Procedures	Outcomes
M. To secure funding for continuation of the Smithfield Resource Services Program.	M. Seek Region IV OCD funds to establish the Johnston County program as a center of training for Head Start personnel in serving handicapped children.	M. The Johnston County Head Start Center has received official notification of funding in the amount of $30,000 for cluster training of Head Start personnel.